Early Years and Childcare Training and Support Programme

Autumn 2018 – Summer 2019
Welcome to the Early Years and Childcare Training and Support Programme 2018 – 2019!

Your continued professional development matters to us, and more importantly, it is essential to the children and families you work with. This is why we continue to analyse data and seek your views to make sure we are offering you what you need to make Cambridgeshire early years and childcare provision the best it can be. Your collective commitment to professional development through membership and training in the face of change and challenge is incredible, with 3,782 course bookings last year alone and 320 memberships across the sector. We appreciate your continuing use of our membership and training offer, and strive to provide best quality for the lowest possible price.

The Early Years Training and Support Programme is an excellent tool to support all early years and childcare practitioners to build on their learning, with courses at basic, intermediate and advanced levels. Look out for course levels to guide you through and help you decide the right course for you and your team members.

This year, we have an excellent early years programme for schools, childminders and private/voluntary settings – and with membership, value for money is better than ever! A series of exciting masterclasses and brilliant conferences reflect the most up-to-date legislation and best practice. We attract leading figures, at a fraction of the cost of national conferences, and ensure our trainers maintain their own professional development, and plan sessions informed by the latest research and reports.

Accelerating the achievement of any child who is underachieving remains our joint responsibility, and you will see it is a key focus in the 2018-2019 programme. The Accelerating Achievement logo indicates courses that are particularly pertinent to supporting the individual needs of children. For example, this year we are offering Early Talk, a four-module course to support communication and language which we know for many practitioners is a particular challenge. This course is delivered by an I CAN-licensed trainer and will complement other strategies which may be already in use. See page 34 for further details.

Additionally, our collaboration with the Cambridgeshire Early Years Teaching School means you can easily access the skills and experience of leading nursery schools in Cambridgeshire. For further information, see page 111.

Please take the time to read the training and support programme and select the membership and training courses that are right for you, your provision and your practitioners. Full details can be found on Learn Together Cambridgeshire www.cambslearntogether.co.uk.

Annette Brooker
Early Years and Childcare Head of Service (Interim)
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**Please note:** All information in this Training and Support Programme is correct at the time of publication and is subject to change.
What price will I be charged?
Childminders and staff working within early years settings in schools (such as pre-schools and out of school clubs and Child and Family Centres) can access training at the private and voluntary rate.

Other staff working in schools e.g. reception classes, school nursery classes, nursery schools or independent school nursery classes will be charged at the appropriate school rate.

Staff working outside of Cambridgeshire will be charged at the appropriate out of county rate.

What are Training credits?
Training credits are a way for members to pay for training courses. Credits can be purchased by members as part of the membership offer through bundle packages. Generally 1 credit is equivalent to half a day of training, where this varies it will be stated on the individual course page.

Cancellation
Please note if you are using a Cambridgeshire Essentials training place or credits and you cancel, you must comply with our cancellation terms and conditions on page 11.
Course levels explained

Where possible, we have identified the level of knowledge relevant to each course. This will help you plan the Continuous Professional Development for everyone in your provision. These are just examples of the courses appropriate to each level of learner – you will find others throughout the training programme.

Courses include

- New to early years and childcare
- Back to Basics – The Early Years Foundation Stage
- Telling the story through effective displays
- Capturing what children can do – An introduction to observation and assessment
- Early Talk: Working with under 3s
- Early Talk: Supporting communication and language
- Technology in the early years
- Loose parts in the early years
- Getting started with Letters and Sounds
- Forest School – An introduction
- Behaviour – Whose problem? Yours, ours or theirs?
- English as an additional language (EAL)
- British Values in the Early Years Foundation Stage (EYFS)

Child Protection

- Basic Child Protection

Basic courses

This level is for staff who are just starting or newly qualified practitioners who would like to enhance their knowledge within specific subjects. Some of these courses may be beneficial to governors or committees to increase their knowledge. Focussing on specific topics, these courses will enable learners to widen their knowledge and expertise in an identified area, thus improving practice.

Conferences

- Just Play 2018 – A playworker’s day out!
- The Forest School Conference 2019

Committee & Managers

- Getting it right legally

Masterclass

- How not to hit your thumb with a hammer – Meynell Walter
Course levels explained ... continued

Courses include

- Creativity and critical thinking (COEL): Make a good choice and link it to your thinking
- Delivering the EYFS through continuous provision
- Early Talk: Working with under 3s
- Early Talk: Supporting communication and language
- Early Talk: Enhancing communication and language
- Early Talk: Working with parents
- Brilliant Babies – Best practice, working with children under 24 months
- Tuning in to children
- Five to Thrive
- There’s more to blocks than stacking!
- The Key to it all: An examination of the role of the key person
- Making maths matter
- Bangs and Bubbles: Exploring the role of science in the Early Years Foundation Stage
- Understanding children’s behaviours and interactions
- Home learning links – Engaging parents to support their child’s learning
- New ideas with Letters and Sounds
- Supporting boys
- Using Every Child a Talker (ECaT) materials and resources in early years settings
- Forest School – Fire experiences
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- Behaviour – Whose problem? Yours, ours or theirs?
- English as an Additional Language (EAL)
- British Values in the Early Years Foundation Stage (EYFS)

Conferences

- Just Play 2018 – A playworker’s day out!
- The Forest School Conference 2019
- Safeguarding Conference 2018

Masterclass

- How not to hit your thumb with a hammer – Meynell Walter

SEND

- SENCo training for Designated Personnel
- Refresher Network and Briefing sessions

ENCo

- Equalities Named Coordinator (ENCo)
- Equalities Named Coordinator (ENCo) Refresher Network and Briefing sessions

Leaders & Managers

- First steps in leading an effective team
- Next steps in leading an effective team

Child Protection

- Designated Person Child Protection
- Designated Child Protection refresher
- Safer recruitment

Intermediate courses

This level is for qualified or experienced staff who are seeking to enhance their professional development within their setting to underpin personal performance. Staff will need a good basic knowledge of the course subject. These courses focus on up-to-date research and current trends within the early years. Courses will challenge the learner to develop their understanding whilst drawing on current local national and local initiatives. Intermediate courses are ideal for practitioners who are seeking build their knowledge and skills.
Course levels explained ... continued

This year, we are offering an increased number of masterclasses and conferences. Further masterclasses will be publicised during the year, on the Learn Together website. Most intermediate courses are also suitable for more experienced staff. Please check that an advanced course is appropriate to the needs and experience of the individual staff member before making a booking.

Courses and masterclasses
- Leading the Early Years Foundation Stage curriculum
- Using Every Child a Talker (ECaT) materials and resources in early years settings
- Pedagogical approaches to Early Years: Inspirations and trends
- Supporting gifted and talented children
- Narrowing the gap – A strategic approach in the early years
- Supporting young children’s development of self-regulation
- Next steps in leading an effective team

Advanced courses
This level is for practitioners who have a significant knowledge and experience of working within the Early Years Foundation Stage (EYFS) and are confident in their practice. These courses will challenge learners to think reflectively and critically whilst developing skills to enhance their early years provision. Learners must hold a minimum of Level 3 qualification with a good understanding of the subject area.

Conferences
- Safeguarding Conference 2018
- Just Play Conference 2018 – A playworker’s day out!
- Early Years Conference 2019
- Baby Conference 2019
- Equalities Conference 2019
- Forest School Conference 2019

Leaders and Managers
- Leading the early years curriculum
- Level 4 Award for the Advanced Early Years Practitioner
- Getting it right legally

ENCo
- Equalities Named Coordinator (ENCo)
- Equalities Named Coordinator (ENCo) Refresher Network and Briefing sessions
Booking onto training courses

To book a course

- Please book courses online using the Learn Together website www.cambleslearntogether.co.uk. Booking online will enable you to book a place and receive confirmation immediately. When booking online, it is important that you or whoever is completing the booking answers all questions accurately and honestly, as checks are made, and you may lose your place!
- You must contact us if you wish to book more than four people onto one course. See the relevant page for limitations on Designated Person courses, First Aid courses and some conferences.
- Once you have booked, you should receive a confirmation by email. If this doesn’t happen, please check your spam box. Please contact us immediately if you do not receive a confirmation.

To book online using Learn Together, schools and settings must register first. If you would like further information please contact: eyctraining@cambridgeshire.gov.uk or 01223 706349.

Getting the most from your training course

Before coming on the course

- Obtain a copy of your confirmation
- Ensure that you have note-taking materials
- Think about what you want to learn
- Get copies of any resources/information you have been asked to bring
- Complete any pre-course reading
- Check your email for any last minute changes (these will be sent to the email address used at the time of making the booking).

Do not arrive for a course if you have not made a booking; you will be turned away.

Arrival: Try to arrive at least 15 minutes before the course start time to give yourself time to settle in, get a drink etc. Late arrivals may not be admitted.

Leaving early: Please do not ask to leave early, we cannot certificate people who do not attend the full course.

Two-day/multi-session courses: Please ensure that you are available for all sessions when you book onto a two-day/multi-session course.

Refreshments and lunch: This year we are providing two servings of tea/coffee for a half day course, three servings for a full day, and one session for an evening course. Please bring biscuits/snacks as required. Please bring lunch for a full day course; we do not provide lunch unless otherwise stated.

Evaluation forms: Please complete the end of course evaluation fully. All courses are subsidised and it is important that we have your feedback to ensure that we are meeting your training needs. We may also send you an online survey; this enables us to identify the impact that the training course has had on your practice and any changes that you may have made.

Code of conduct: All learners must adhere to our code of conduct.
Cambridgeshire County Council is committed to providing services that are of the highest standard and meet the needs of our customers.

**Transferring/changing a booking**

A booked place on a course can be transferred to another suitable staff member up to five working days prior to the date of the course. To amend a name on a course booking, you should email the team on eyctraining@cambridgeshire.gov.uk. You cannot amend the online booking system.

**Cancellations and refunds**

Customers cancelling bookings up to 15 working days prior to the course date will not be charged. If you have already paid a refund will be given. If you cancel a course within 15 working days of the event or the learner does not attend the course, you will be charged the full amount of the course.

Providers using a Cambridgeshire Essentials training place or credits must comply with our cancellation terms and conditions; if a place is cancelled within 15 working days of the event or the learner does not attend a course, the credits will be deducted from their balance.

**No refunds will be given for**

- Failure to attend a booked event
- Cancellation of a booking within 15 working days of the course date
- Non-attendance due to adverse weather conditions if the course takes place

**Additional charges – non-attendance**

Additional charges will be levied for failure to attend a subsidised/no charge event; this includes practitioners who do not attend courses without notifying us before the event. Charges will be based on the full (non-subsidised) cost of a standard place for the event.

**Changes to courses**

Prior to attending a course, it is essential that you check your emails and Learn Together website for any advice on cancellations/changes to courses. If we need to cancel or make a change to a course for any reason an email will be sent to the Booking Bug account which made the initial course booking.

The Early Years and Childcare Service will endeavour to provide courses as advertised. However, we reserve the right to change the date, location and provider of courses. All service-led changes will not automatically result in refunds; payments will be transferred and will become subject to the terms and conditions based upon the new date. Courses will be cancelled if there are insufficient participants booked on; to avoid disappointment do not leave bookings until the last minute. The Early Years and Childcare Service cannot reimburse additional expenses incurred by a provider where a course is cancelled.

All course bookings are subject to these terms and conditions.

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**Code of conduct for learners attending training courses**

- Everyone has the right to their own opinions; we must accept that all our opinions are different and we should respect the opinions of others.
- Everything discussed during the session must remain confidential to the group (with the exception of safeguarding, as any safeguarding matter may need to be referred by the trainer).
- Respect others who are speaking and refrain from interrupting them.
- Always try to use appropriate language, and accept that you will be challenged if you don’t.
- You should engage in the session in a constructive way. However, it is alright to say that you have nothing to say.
- Please do not use your ‘phone/laptop during the session, unless making course notes. If you must have your ‘phone on, please inform the trainer.
Cambridgeshire County Council recognises the importance of designated, appropriately trained key personnel in each setting as a significant feature in ensuring quality and that statutory requirements are met.

- We strongly recommend that you ensure that your setting has suitable appropriately trained people undertaking these roles. In each of your provisions (excluding childminders) there should be a designated/named person for:
  - Child Protection
  - Special Educational Needs and Disabilities (SEND)
  - Equalities (named person)

- We also strongly recommend that there is at least one person who is involved with recruitment in your setting who has attended the Safer Recruitment course.

- The designated/named person in each of these areas should be a senior member of staff (Level 3 with at least two years post-qualifying experience) who is on site.

It is important that part-time and shift hours are covered, so there may need to be a second designated person for each area of work in a setting.

- This Training and Support Programme offers courses for the above roles which reflect the associated responsibilities, current best practice and legislation. These courses highlight local reporting and recording procedures which must be followed by Cambridgeshire settings.

Special Educational Needs and Disabilities (SEND) courses

- Settings may have a maximum of two trained SENCo Designated Persons (DP). This training is not available to additional staff. DP and Refresher course places are classed as ‘Cambridgeshire Essentials’ within the membership package. Non-members have the option to pay-as-you-go.

- We now offer ‘Identifying and Supporting Children with Emerging Needs and SEND in the EYFS’ to meet the training needs of practitioners who are not the Designated Person for SEND.

- For out of school clubs we have developed Supporting SEND in out of school clubs.

Childminders

For childminders we offer the following Childminder Support Sessions:

- Safeguarding Children – Child Protection
- Special Educational Needs and Disabilities
- Equalities

The Safeguarding training should be updated every three years. These sessions are free to childminders who have taken up the childminder membership offer. See page 14 of this training programme.
Early years membership

Early years membership gives you more from your training:

- Discounts on all training course and conference purchases (now bigger for 2018-2019)
- Access to free Cambridgeshire Essentials course places for some of the core skills and roles your setting needs (not available to individual childminders)
- Adviser support to help you plan and make the most of your training and development opportunities
- The opportunity to buy a bundle of course credits, Forest School input, conference places and other support and development opportunities
- Free places on our termly Foundation Years Forums

Membership makes your money go further and pays for itself, often within a term.

AND there are new options for

- schools running pre-schools and out of school facilities (multi-membership)
- chains or groups of settings (group membership) to save you money on joining and give you access to the benefits of membership.

Universal support for all providers

Our universal free offer to all providers includes

- Our online early years assessment system (CASEY)
- Leadership and Governance briefings for settings
- Extensive online information on Learn Together Cambridgeshire
- Essential email updates
- Paper copy of Jigsaw magazine each term
- Statutory support and Annual audit

Our expanded range of interest groups on the Learn Together Hub is also free at https://khub.net/web/guest/learntogether.

All providers can access networks, courses and conferences from this programme at the appropriate price. But our membership packages give great value every time!

Early years setting membership

Our early years membership runs from 1 September to 31 August, and includes

- Early Years Adviser telephone and email support
- Half-day Early Years Quality Framework themed visit
- A free job advertisement on our eycJobs website (https://www.teachincambs.org.uk/eycjobs)
- A bigger discount on pay-as-you-go training programme courses and conferences – typically 30% off
- Two free places at our termly Foundation Years Forums
- **12 training credits** for Cambridgeshire Essentials courses (see page 15)

Prices are based on the number of 3- and 4-year-olds claimed in the summer term. They have gone up, partly because we now have to charge VAT on membership, but we have simplified our price brackets to reflect the level of service available to all members.

### Funded 3- and 4-year-olds (Summer term)

<table>
<thead>
<tr>
<th></th>
<th>0-30</th>
<th>31+</th>
</tr>
</thead>
<tbody>
<tr>
<td>Voluntary managed settings</td>
<td>£149</td>
<td>£199</td>
</tr>
<tr>
<td>Other early years providers</td>
<td>£169</td>
<td>£249</td>
</tr>
<tr>
<td>Exempt providers</td>
<td>Contact us for a membership price</td>
<td></td>
</tr>
</tbody>
</table>

Out of school and holiday club membership

Membership includes

- Adviser telephone and email support
- 6 credits on Cambridgeshire Essentials courses
- Termly ‘Playwork – Beyond Quality’ Hub
- Two free places at each Foundation Years Forum
- Member discount on training programme courses and conferences
- A free job advert on our eycJobs website
Out of school providers can also purchase bundles and group membership (detailed on page 13).

**Single setting £129**

**Schools operating out of school provision should consider our multi-membership offer – more details on page 15.**

### Group membership: New for 2018-2019

Our group membership offers managers and owners of multiple settings in Cambridgeshire the opportunity to enjoy tailored support at a discounted price.

Prices are based on a fixed amount per provision – the more settings in your group, the lower the price per setting.

<table>
<thead>
<tr>
<th>Number of settings</th>
<th>2-3</th>
<th>4-5</th>
<th>6</th>
<th>7</th>
<th>8+</th>
</tr>
</thead>
<tbody>
<tr>
<td>Price per setting</td>
<td>£140</td>
<td>£130</td>
<td>£120</td>
<td>£110</td>
<td>£100</td>
</tr>
<tr>
<td>Total price</td>
<td>£280/£420</td>
<td>£520/£650</td>
<td>£720</td>
<td>£770</td>
<td>From £800</td>
</tr>
</tbody>
</table>

Membership runs from 1 September to 31 August, and will give you:

- ONE in-house training session of 3 hours for up to 35 people on a theme of your choice
- ONE Adviser-led focused setting visit or whole staff meeting per term
- Early Years Adviser telephone and email support
- 6 training credits per setting to use for Cambridgeshire Essentials training courses (based on all settings under one virtual office)
- A briefing session for your Quality Manager or similar on the use of CASEY across your group
- Member discount for all staff on training programme courses and conferences
- Two places per setting at each Foundation Years Forum.

### Get even more with membership bundles

If you have particular training needs, you'll want to take a look at whether it's worth buying an additional bundle.

With four different options to choose from, you will find they are surprisingly flexible – and they save money even on member prices!

If you and your team like to go out on courses then the **TRAINING bundle** might be right for you. You get 12 training credits for just £450, to use as you please over the year, plus you get a half-day in-house course from our programme. And if one bundle's not enough, you can always buy another!

If you prefer to train your whole staff team together, in the setting, then the **SUPPORT bundle** might be your best option. Whilst it doesn't offer multiple in-house training sessions, you can have up to FIVE ADVISER VISITS for facilitated staff meetings and briefings, great if implementing a new approach or facing an Ofsted inspection.

Like to mix and match, or not sure? There's a **TRAINING and SUPPORT bundle** which gives a visit each term, along with eight training credits (equivalent to 8 half-day courses) – and two conference places!

If you are looking to develop Forest School in your setting, there is a special **FOREST SCHOOL bundle**, offering two half-day visits, a conference place, unlimited Forest School network places and dedicated support on Forest School.

Bundles cost **£450**, and prices work out cheaper than buying at members’ rates, typically saving 10% on individual prices.

### Membership for childminders

Childminders can continue with our great value membership offer in 2018-2019.

- One free place at each Childminder Support Session in your area
- One free place each term at Foundation Years Forums
- Up to 30% off pay-as-you-go training programme courses and conferences
- A free job advert on our [eycJobs website](http://www.teachincambs.org.uk/eycjobs)

Childminders offering funded early years places **£30**

Other childminders **£35**
Childminders who are members may allocate their free places at support sessions or Forums to their named Childminding Assistant.

**Membership for maintained and independent schools and academies**

Our early years membership covers School, Nursery and Reception classes, and offers:

- 2 places at each term’s Early Years Leadership Briefing
- Early Years Foundation Stage Link Governor Network Sessions – 1 per term
- An annual Early Years visit
- Early Years Cluster development, advice and support (early years network meeting for independent schools)
- Member discount on courses and conferences in this brochure
- A main Early Years Adviser
- Two places at our termly Foundation Years Forums

Prices are unchanged for 2018-2019, at £279 for maintained nursery and primary schools, and £329 for independent schools and individual academies. Federations – on a school-by-school basis.

**Multi-membership for schools: New for 2018-2019**

Maintained schools can benefit from a combined membership offer for the school early years provision, school run pre-school (Section 27 model) and out of school provision for a single price of £450 (£500 for academies). This offer also includes a free job advertisement (pre-school or out of school) on our [eycJobs](http://www.teachincambs.org.uk/eycjobs) website.

**Main terms and conditions**

Early Years and childcare settings should indicate their intention to purchase membership by **1 September 2018** to take full advantage of membership benefits.

Membership is annual. Membership for the 2018-2019 year will commence on 1 September 2018 and end on 31 August 2019. Setting membership will be charged in November 2018 and June 2019 and is based on the provider’s status at the time of purchase. Childminder membership is payable in full in November 2018.

Additional bundles can be purchased at any point and will be chargeable in full at the time of purchase. Special arrangements will apply to settings currently receiving ‘Requires Improvement’ or ‘Inadequate’ Ofsted ratings.

Any unused membership and/or bundle content cannot be carried over in to the next membership year, so please ensure that you use it.

Any queries about the service or support, should be sent either by email to earlyyears.service@cambridgeshire.gov.uk or by post to:

**Early Years Offer 2018-2019**

Early Years Service
OCT1215, Shire Hall
Cambridge CB3 0AP

Details of our terms and conditions will also be posted on the Learn Together Cambridgeshire website.

**What are Cambridgeshire Essentials?**

- Child Protection Designated Person (4 credits) and refresher (2 credits)
- Identifying and Supporting Children with Emerging Needs and SEND in the EYFS or supporting SEND in Out of School Clubs (1 credit)
- Special Educational Needs Coordinator (SENCo) training (4 credits) and refresher (1 credit)
- Equalities Named Coordinator training (4 credits) and refresher (1 credit)
- Safer Recruitment (2 credits)
- Leading the Early Years Curriculum (1 credit)
- The Roles and Responsibilities of the Registered Provider (0 credits)
- Getting started with letters and sounds (1 credit)
- New ideas with letters and sounds (1 credit)
## Membership options compared

<table>
<thead>
<tr>
<th>Service / Course / Website</th>
<th>Universal Offer – EY Offer</th>
<th>Early Years setting member</th>
<th>Early Years group member</th>
<th>School member (Maintained/Independent/Academy)</th>
<th>Out of school member</th>
<th>Child-minder member</th>
</tr>
</thead>
<tbody>
<tr>
<td>CASEY (online assessment system)</td>
<td>FREE</td>
<td>✓</td>
<td>✓</td>
<td>✓*</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>Leadership and Governance briefings</td>
<td>FREE</td>
<td>✓</td>
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<td>Learn Together website</td>
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<td>Shared Assessment Matters</td>
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<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
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<tr>
<td>Early Years Adviser telephone/email support</td>
<td>Pay-as-you-go</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>CSDO support</td>
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<tr>
<td>Foundation Years Forum places (2)</td>
<td>Pay-as-you-go</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
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<tr>
<td>Half-day adviser visit on Quality Framework theme</td>
<td>Pay-as-you-go</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>Termly Hubs</td>
<td>N/A</td>
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<td>Cambridgeshire Essentials training credits</td>
<td>Pay-as-you-go</td>
<td>12 credits</td>
<td>6 credits per setting</td>
<td>Optional</td>
<td>6 credits</td>
<td>N/A</td>
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<tr>
<td>Training Programme courses and conferences</td>
<td>Pay-as-you-go</td>
<td>Discount</td>
<td>Discount</td>
<td>Discount</td>
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<tr>
<td>Recruitment website eycolbs</td>
<td>Pay-as-you-go</td>
<td>First ad free</td>
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<tr>
<td>Bundles</td>
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<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>?</td>
</tr>
</tbody>
</table>

* where applicable  ** For up to 35 people  *** multi-membership – 18 credits
Course costs for members and non-members

### Discounted member CPD course prices
(unless stated otherwise on individual course pages)

<table>
<thead>
<tr>
<th>Members courses (per place)</th>
<th>Private, voluntary/community sector and childminders</th>
<th>Maintained schools</th>
<th>Academy and independent schools</th>
</tr>
</thead>
<tbody>
<tr>
<td>Half-day/evening course (per place)</td>
<td>£20</td>
<td>£50</td>
<td>£60</td>
</tr>
<tr>
<td>Full day/masterclass per place</td>
<td>£40</td>
<td>£100</td>
<td>£110</td>
</tr>
<tr>
<td>In-house (half-day, up to 25 people)</td>
<td>£200</td>
<td>£250</td>
<td>£275</td>
</tr>
<tr>
<td>Adviser visit (half-day) First visit</td>
<td>FREE</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Additional visits</td>
<td>£160</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

If the course is more than one day/session, multiply the daily/half-day costs by the number of days/sessions. Any course up to and including 3 hours counts as a half-day course. Over 3 hours and up to 7 hours is classed as a full day. This applies to both member and pay-as-you-go course prices.

If you have purchased the Training or Training & Support bundle, one training credit equals one half-day course unless stated otherwise on the course page.

### Pay-as-you-go course prices for 2018-2019
(unless stated otherwise on individual course pages)

<table>
<thead>
<tr>
<th>Members courses (per place)</th>
<th>Private, voluntary/community sector and childminders and Family Centres</th>
<th>Maintained schools</th>
<th>Academy and independent schools</th>
<th>Out of county</th>
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<tbody>
<tr>
<td>Foundation Years Forums</td>
<td>£20</td>
<td>£50</td>
<td>£60</td>
<td>£75</td>
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</table>

### Training courses

<table>
<thead>
<tr>
<th>Half-day/evening (per place)</th>
<th>£30</th>
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<th>£80</th>
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<tbody>
<tr>
<td>Full day/masterclass per place</td>
<td>£55</td>
<td>£130</td>
<td>£145</td>
<td>£160</td>
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<td>£285</td>
<td>£365</td>
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</table>

### Support

<table>
<thead>
<tr>
<th>Adviser telephone review (1 hour + report)</th>
<th>£30</th>
<th>£60</th>
<th>£80</th>
<th>£120</th>
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</thead>
<tbody>
<tr>
<td>Adviser visit (half-day) first visit</td>
<td>£220</td>
<td>£275</td>
<td>£325</td>
<td>£375 *</td>
</tr>
</tbody>
</table>

### Conferences

| Various                                              | Various                                                                | Various            | Various                         | Various       |

* Plus travel/expenses
Qualifications and careers

**eycJobs – jobs and more...**
Our new website for job seekers and providers, eycJobs, now includes information to help with your recruitment and retention of staff, as well as the latest vacancies.

Advice and tools offer you support in how to recruit fairly, how to plan and manage induction and how to retain staff are on the Employers pages. Look out for career planning advice on the Careers pages – coming soon! Visit eycjobs at www.teachincambs.org.uk/eycjobs.

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**Gateway to a career in childcare**
This course is free to adults who are considering a career in childcare. The course offers key sessions which will provide and inform participants of key roles and responsibilities when working with children and young people. Please contact us if you would like us to deliver a course in your setting – it is a great way to attract potential employees. This is also available for school students considering a childcare career.

Email: eyctraining@cambridgeshire.gov.uk

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**Careers and qualification information, advice and guidance**
Cambridgeshire Early Years Service remains committed to maintaining a highly qualified and skilled workforce, which is a critical part of improving outcomes for children. We recognise the enormous value of on-the-job learning, but believe this should be underpinned by an understanding of how young children learn and develop. We do this by offering open days throughout the county, offering the Gateway to a career in childcare programme followed by Level 2 training.

We attend careers events throughout the county, including schools events. This approach enables us to provide tailored, accurate advice based on current knowledge of the sector.

For more details or to request our attendance at an event contact: eyctraining@cambridgeshire.gov.uk.

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**Graduate leader programme – Early Years Professional/Teacher**
We offer a setting premium payment to good and outstanding settings with a member of staff who has achieved Early Years Teacher status (EYT) or Early Years Professional status (EYP).

If your setting is in the private or voluntary sector and employs an EYP/EYT, who works directly with the children you may be eligible for a premium.

Please note: funding for this programme is limited and subject to funding criteria.

For further information please contact the Early Years Service earlyyears.service@cambridgeshire.gov.uk.
Qualification funding

**Level 3 qualifications with external training providers**

Funding for Level 3 qualifications with external training providers who have signed the Early Years and Childcare Service Quality Statement.

The Early Years Service has a limited amount of qualification funding available for childcare practitioners working in private, voluntary or independent early years and childcare settings. This support is subject to the potential learner meeting our funding criteria. Funding is available towards identified qualifications such as the

- Level 3 Diploma for the Early Years Workforce (Early Years Educator)
- Level 3 Award/Certificate/Diploma in Playwork

**Funding for qualifications provided by the Early Years and Childcare Training Centre**

The Early Years and Childcare Training Centre, part of the County Council and independently accredited with CACHE, offers a variety of courses around the county which are either fully funded or require learner/providers to pay the registration costs only (£175). These courses are available for learners or childminders working in the private or voluntary early years sector. These courses include:

- Level 2 Certificate in an Introduction to Early Years Education and Care (QCF)
- Level 3 Diploma for the Early Years Workforce (Early Years Educator)
- Level 3 Diploma in Playwork
- Level 4 Award for the Early Years Advanced Practitioner

For further information, including the funding criteria, please contact eyctraining@cambridgeshire.gov.uk.

**Early Years degree**

The Early Years Service Sector Development Team has limited funding towards course fees for Early Years Honours Degree programmes. Funding is available for learners working in early years settings in the private and voluntary early years sector. Learners must be committed to progressing to Early Years Teacher Status and staying within early years. Funding is not available for childminders or staff working in schools.

All funding is subject to budgetary restrictions and funding criteria. It is allocated on a year by year basis, and this means that we cannot guarantee future funding levels.

Private or voluntary sector settings should contact the Early Years Sector Development Team for further details. You must complete the funding application form in full; incomplete forms cannot be considered by the funding panel and will be returned to you. This may lead to a delay in the consideration of your application. Please note: if a learner withdraws from the course they/their provider will be required to pay their funding back.

For further information and support, please email eycqualifications@cambridgeshire.gov.uk.

**Advanced Learner Loans**

Advanced Learner Loans are available to people who are aged 19 years and over studying in England. The loans help learners attending college or in further education to pay course costs.

You may also be eligible for money from the Advanced Learner Loan Bursary Fund if you need help with some costs while studying, e.g. childcare, travel or trips related to your course.

You need to apply to your college or training provider directly for the Bursary Fund. You can apply as soon as you’ve received a letter confirming your Advanced Learner Loan. For more information on all aspects of Advanced Learner Loans, visit www.gov.uk/advanced-learner-loan.
Student Finance

Additional finance or a loan towards the cost of the Early Years Degree may be available through Student Finance. Further details can be accessed on www.gov.uk/browse/education/student-finance.

Early Years and Childcare apprenticeships

The Early Years and Childcare apprenticeship framework exists to enable potential and current practitioners within early years settings to develop their skills whilst working. Employers are able to develop their own practitioners by signing them up to the apprenticeship scheme whilst they engage in appropriate qualification training. Apprenticeships are available for a variety of qualifications at different levels. You can contact your local regional college or training provider for further details. Alternatively, visit the following web page: www.gov.uk/guidance/childcare-and-education-apprenticeships.

Early Years Teacher Status funding

The Department for Education (DfE) funds early years initial teacher training (EYITT) places each academic year.

Funding is available to high quality graduates who are working towards Early Years Teacher status (EYTS). It covers:

• training grants (including the cost of assessment)
• training bursaries

All funding is paid directly to the EYITT provider. Eligible trainees will receive their bursary payments from the EYITT provider.

Useful links

Trainees and potential applicants should visit the Get Into Teaching website and the list of EYITT training providers for more information.

www.gov.uk/guidance/early-years-initial-teacher-training-funding-guidance-for-academic-years-2018-to-2019

https://getintoteaching.education.gov.uk

Early Years and Childcare Qualifications

**Level 2 Certificate in Early Years Education and Care**

**Entry Level Requirements**
- Designed for practitioners working within the early years age range (birth to five), with an understanding of children aged five to seven years
- Learners must be aged 16+ years working to gain skills under supervision
- Must hold a paediatric first aid certificate within 3 months of completing
- **This is a work-based course**

**Key Learning Outcomes**
- The role of the practitioner
- Child development, play and school readiness
- Planning and assessment
- Legislation, framework and professional practice relating to early years

**Providers**
- Early Years and Childcare Training Centre, Cambridgeshire County Council
- Cambridge Regional College – Huntingdon Campus
- Cambridge Regional College – Science Park Campus
- People and Business Development Limited
- Pre-school Learning Alliance

**Estimated completion**: 12 months depending learner motivation. Please note this may vary according to training provider.
Level 3 Diploma for the Early Years Workforce (EYE)

**Entry Level Requirements**
- Designed for practitioners at assistant or supervisory level working within the early years sector. Suitable for learners age 16+ years to help them gain skills and knowledge whilst working.
- Upon achievement of this qualification learners with GCSE grade C or above in English and maths OR Level 2 Key Skills equivalencies will be recognised as Level 3 Early Years Educators.
- Must hold a paediatric first aid certificate within 3 months of completion.
- Work with the following age ranges; birth – 1 year 11 months, 2 years – 2 years 11 months, 3- 5 years (please note you may need to make arrangements to gain experience with some age groups).

**Key Learning Outcomes**
- Children’s health and well being.
- Legislation, frameworks and professional practice relating to early years.
- Play, development and learning for school readiness.
- Professional development.

**This is a work-based course**

**Providers**
- Early Years and Childcare Training Centre, Cambridgeshire County Council
- Cambridge Regional College – Huntingdon Campus
- Cambridge Regional College – Science Park Campus
- People and Business Development Limited

**Estimated completion:** 13 months depending on learner motivation. Please note this may vary according to training provider.

**Please note:** Course titles may vary according to training provider.

Level 3 Diploma in Playwork

**Entry Level Requirements**
- Suitable for staff working in the playwork profession at assistant or supervisory level.
- Designed to support practitioners in their work with children and young people aged 5 to 16 years.

**Key Learning Outcomes**
- Playwork theories.
- Supporting the needs and rights of the children to create diverse, inclusive play environments.
- Health and safety in the play environment.
- Establishing and maintaining links with other organisations.
- Understanding and implementing opportunities for self-directed play.
- Teamwork.
- Working with parents and carers.

**This is a work-based course**

**Providers**
- Early Years and Childcare Training Centre, Cambridgeshire County Council
- Cambridge Regional College – Huntingdon Campus
- Cambridge Regional College – Science Park Campus
- People and Business Development Limited

**Estimated completion:** 12 months depending on learner motivation. Please note this may vary according to training provider.
# Level 4 Award for Early Years Advanced Practitioner

**Entry Level Requirements**
- This qualification is aimed at people who wish to become an Advanced Practitioner and further develop their knowledge
- Must hold a Level 3 early years qualification

*Please note* applicants must be working at supervisory level and may be required to carry out a written task prior to approval. Some providers may interview.

**Key Learning Outcomes**
- Enabling children to learn
- Promoting health and wellbeing through physical activity and nutrition
- Special educational needs
- Working in partnership with families and other professionals
- Implementing change in the setting

**Providers**
- Early Years and Childcare Training Centre, Cambridgeshire County Council
- Cambridge Regional College – Huntingdon Campus
- Cambridge Regional College – Science Park Campus

**Estimated completion:** 12 months depending on learner motivation. Please note this may vary according to training provider.

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# Level 5 Diploma in Leadership for the Children and Young People’s Workforce (Early Years)

**Entry Level Requirements**
- This qualification is aimed at managers in early years settings to enhance their management practice
- Applicants must have a level 3 early years qualification and working in a management position
- **This is a work-based course**

**Key Learning Outcomes**
- Choose from two pathways: management and advanced practice
- Develop your understanding of key leadership and management concepts
- Extend and enhance your skills in communication, child development, developmental theory, safeguarding and other areas
- Delivered and assessed in the workplace by qualified, experienced trainers

**Providers**
- People and Business Development Limited www.pbdevelopment.co.uk/level5

For funding, contact the training provider
### Early Years Degree

#### Entry Level Requirements
- This qualification is designed for practitioners who are already working with children and young people.
- Must be working with or have access to working with suitable children and young people.
- Must have achieved an appropriate Level 3 childcare qualification.
- English and maths grade C or above, however, this may vary between providers.

#### Key Learning Outcomes
- The content of the degree may differ between providers. Please contact your chosen provider to find out more about their qualification and the delivery methods.

#### Providers
- http://www.mpowernet.anglia.ac.uk/earlyyears

### Early Years Initial Teacher Training (EYITT)

#### Entry Level Requirements
- The Graduate Entry Employment-Based Route is a 12 month part time pathway for graduates employed in early years settings/schools.
- All trainees must have a full degree, hold GCSE grade A*-C (or equivalent) qualifications in maths, science and English and be able to pass the Professional Skills Tests required for Initial Teacher Training.

#### Course information
- Early Years ITT prepares trainee teachers to become specialists working with the birth to five age range and in early years settings including private, voluntary, maintained and independent nurseries, as well as early years departments and reception classes in schools.
- Over the duration of the course students are expected to attend university training days and spend 120 days working with the 0-5 age ranges. This must include a 2-week placement in a school of your choice working with Key Stage 1 and an additional placement of up to a day per week (or equivalent) working with Foundation Stage in another setting or school of your choice. For the rest of the time you will remain within your current setting.
- Please contact the provider for information about funding. Limited course cost and funding for providers to cover practitioner absence is available through the training provider.

#### Providers
- Anglia Ruskin
  - Website: http://www.mpowernet.anglia.ac.uk/eyitt or https://getintoteaching.education.gov.uk/explore-my-options/become-an-early-years-teacher
  - Email: eyitt@anglia.ac.uk or phone 01245 684355.
**Initial Teacher Training: Early Years and Primary School Teacher with QTS (SCITT)**

**Entry Level Requirements**
- This is an early years route as a Primary Teacher with particular regard to the early years curriculum. This Qualified Teacher Status (QTS) successfully develops teachers on the full time SCITT programme based in one of 6 nursery school/centres and a local primary school in Cambridgeshire.
- All applicants should hold a grade C (or equivalent) in English, mathematics and a science subject.
- All applicants must hold an undergraduate degree of a UK Higher Education Institution or equivalent.
- Applications are processed through UCAS system.

  More information can be found on the Cambridge Teaching School website.

  **This is a full-time course**

**Course information**
- This qualification prepares trainee teachers to work with children aged 2-7 years (including DfE designated phases of (3-5) Foundation Stage, and KS1 (5-7)).

  The course structure combines:
  - Three periods of continuous, directed school experience which will include a ‘good’ or ‘outstanding’ Foundation Stage Class.
  - High quality centre-based training.
  - Action research based on assignments.

  The course will also focus on working with two year olds, supporting diversity and engaging positively with families.

**Providers**
- Cambridge Early Years Teaching School: www.cambridgeearlyyears.org
  Email CEYTS Programme Manager: info@cambridgeearlyyears.org

**Fees**
Fees may vary between providers. For Student Finance learners need to visit Direct Gov on www.gov.uk/student-finance
Training provider contact details

The following training providers have signed our Quality Statement

**Anglia Ruskin University**
East Road
Cambridge
CBI 1PT
Tel: 08451964355
Web: www.anglia.ac.uk

**Cambridge Regional College**
Kings Hedges Road
Cambridge
CB4 2QT
Tel: 01223 418200
Web: www.camre.ac.uk

**Huntingdonshire Regional College**
California Road
Huntingdon
PE29 1BL
Tel: 01480 379208/379100
Web: www.huntingdon.ac.uk

**Early Years Training Centre**
(EYCC Training Centre)
Box No OCT1215
Shire Hall
Cambridge
CB3 0AP
Tel: 01223 706349
Web: www.cambridgeshire.gov.uk/eyc

**The Cambridge Early Years Teaching School Alliance**
Huntingdon Nursery
Ambury Rd
Huntingdon
PE29 1AD
Tel: 0779 2624042 (part-time number)
Web: www.cambridgeearlyyears.org

**People and Business Development**
Blois Meadow Business Centre
Steeple Bumpstead
Haverhill, Suffolk
CB9 7BN
Web: www.ppdev.co.uk

**Cambridgeshire and Peterborough Pre-school Learning Alliance**
1st Floor Century House
Market Street
Swavesey
Cambridgeshire
CB24 4QG
Web: www.pre-school.org.uk

**The Open University**
Level 2, Stuart Hall Building
Faculty of Education and Language Studies
Walton Hall
Milton Keynes
MK7 6AA
Web: www.open.ac.uk
New to early years and childcare
(2-day course)

Audience
This course is aimed at newly qualified early years practitioners and those who are new to or are returning to early years practice.

Aim
This two day course will provide practitioners with an overview of the key Early Years Foundation Stage (EYFS) principles. It will support an understanding about what really underpins good quality early years practice and will provide an introduction to:
- The EYFS
- Role of the adult
- Working in a team
- Enabling environments and much more....

The course includes a range of take away tasks such as mid-course reading and a mini action research project which should be completed in the workplace.

Throughout this course learners will
- Develop a basic understanding of what is involved in delivering good early years practice
- Continue to develop their knowledge as they implement the course learning in the work environment

Level Basic

Additional information
It is anticipated that participants will either hold or be undertaking an early years qualification and will be working or volunteering in an early years setting.

This course requires the completion of a mid-course task to be undertaken in the practitioner’s usual place of work.

Lunch is not provided, please bring a packed lunch.

When?
This course will run subject to demand. Once there are sufficient numbers for the course to proceed the date, time and venue will be confirmed.
Back to Basics –
The Early Years Foundation Stage

**Audience**
This course is aimed at practitioners who are new to working with early years children or those who have returned to early years and wish to refresh their understanding. This would also enhance the role of committee members and governors who are unfamiliar with the Early Years Foundation Stage (EYFS).

**Aim**
To provide an overview of the key aspects of the EYFS. To enable practitioners to explore the Prime and Specific areas of learning and development.

**Throughout this course learners will**
- Gain an understanding of the statutory framework for the EYFS
- Utilise Development Matters relating to the EYFS
- Understand key information which underpins best practice
- Increase personal understanding of the EYFS enabling them to identify prime and specific areas of learning through their practice

**Level** Basic

<table>
<thead>
<tr>
<th>Day</th>
<th>Date</th>
<th>Time</th>
<th>Venue</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tues</td>
<td>9 October 2018</td>
<td>9.30am – 12.00pm</td>
<td>Cambridgeshire FA HQ, Histon</td>
</tr>
</tbody>
</table>
Telling the story through effective displays

**Audience**

This highly interactive course is suitable for practitioners throughout the Early Years and Childcare sector.

**Aim**

This course focuses on assembling effective displays in the enabling environment which celebrate children's creativity and learning. It will provide an understanding of how displays are used to support a child's learning and offer an opportunity for you to share and discuss what makes an effective display. We will consider the use of resources and environment to create an effective display and will share ideas for effective displays.

**Throughout this course learners will**

- Develop creative display techniques
- Understand the purpose and importance of using a display as an on-going learning tool for children
- Be able to plan and prepare stimulating displays to celebrate children's work.

**Additional information**

Practitioners are welcome to bring along photos and samples of work currently displayed in their settings to share and discuss with others.

**Level** Basic

<table>
<thead>
<tr>
<th>Day</th>
<th>Date</th>
<th>Time</th>
<th>Venue</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mon</td>
<td>28 January 2019</td>
<td>7.00pm – 9.30pm</td>
<td>March Youth &amp; Community Centre</td>
</tr>
<tr>
<td>Weds</td>
<td>30 January 2019</td>
<td>9.30am – 12.30pm</td>
<td>Huntingdonshire FA, Huntingdon</td>
</tr>
<tr>
<td>Fri</td>
<td>1 February 2019</td>
<td>9.30am – 12.30pm</td>
<td>Cambridgeshire FA HQ, Histon</td>
</tr>
</tbody>
</table>

For all course costs and credit values, see page 17 for members and pay-as-you-go.
Capturing what children can do

Reading between the lines to identify learning and development.

Audience
This course is aimed at early years practitioners who are carrying out observations and assessments in their setting. The course has replaced last year’s Introduction to observation and assessment. If you attended last year, you do not need to attend this course.

Aim
This course will enable practitioners to develop the skills required to observe children in a purposeful way. Practitioners will develop an understanding about how the accurate assessment of children’s learning can support an effective planning process.

Throughout this course learners will

• Develop observation skills
• Understand the purpose and importance of observation and assessment
• Be able to plan and prepare for observations in a purposeful way

Additional information
Please bring a copy of Development Matters in the Early Years Foundation Stage.

Level Basic

<table>
<thead>
<tr>
<th>Day</th>
<th>Date</th>
<th>Time</th>
<th>Venue</th>
</tr>
</thead>
<tbody>
<tr>
<td>Thurs</td>
<td>29 November 2018</td>
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For all course costs and credit values, see page 17 for members and pay-as-you-go.
Technology in the early years

**Audience**

This course is aimed at practitioners working with children from 22 – 36 months to the end of Reception. It would be extremely beneficial for practitioners who consider themselves ‘techno-phobes’ or individuals that would like to find out more about the ways that technology can be used to support their existing practice.

**Aim**

- To explore the safe use of technology in early years settings
- To learn how to use technology with children from 22 months to the end of Reception
- To discover new technological resources and websites to support children's technology knowledge and understanding

**Throughout this course learners will**

- Be equipped with a bank of websites and knowledge of other ICT resources that can be used to support children’s development of technology
- Be able to implement ICT resources and activities confidently
- Understand the importance of e-safety and how to inform practitioners, children and parents
- Know how to use technology resources to enhance and support other areas of learning

**Level** Basic

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For all course costs and credit values, see page 17 for members and pay-as-you-go.
Loose parts in the early years

**Aim**

Loose parts are open-ended materials that have unlimited play possibilities. They have multiple rather than singular outcomes, which means that there is not a specific way to use items (Daly & Beloglovsky 2016). This course explores what loose parts are, how they can be used, the benefits, and how they support the seven areas of learning and the CoEL.

**Throughout this course learners will**

- Identify a range of loose parts suitable for early years provision and to give plenty of time for hands on exploration
- Gain practical ideas when using loose parts to enhance early years provision
- Have an understanding of the benefits of utilising loose parts in an early years setting
- Feel confident in cascading to other staff the development benefits of loose parts and how they support the prime and specific areas of learning
- Understand how loose parts relate to the characteristics of Effective Learning (CoEL)
- Gain an understanding of the risk-benefit of loose parts

**Level** Basic

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For all course costs and credit values, see page 17 for members and pay-as-you-go.
British Values in the Early Years Foundation Stage (EYFS)

**Audience**
This course is aimed at all practitioners who work in the early years sector.

**Aim**
To develop an understanding of the meaning ‘British Values’ in the context of the Early Years Foundation Stage.

**Level** Basic/Intermediate

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Early Talk: Working with under 3s

**Audience**

This one day course is aimed at early years practitioners who want to increase their knowledge of the approaches and strategies that can be used in settings to support the development of speech, language and communication in children aged 0-3 years.

This course is suitable for experienced childcare workers or staff working in management roles, designated persons, teaching assistants and childminders wishing to develop their understanding of children’s speech, language and communication skills.

**Aim**

Early Talk 0-5 years has been developed by I CAN specialists. It provides a suite of four staged training modules that enables practitioners to support all young children’s communication skills through a range of strategies and techniques.

**Throughout this course learners will**

- Enhance their knowledge of young children’s speech, language and communication development
- Identify and understand strategies to use within in the setting supporting the development of speech, language and communication in children aged 0-3 years

**Additional information**

Each participating setting/school will require one Early Talk resource toolkit per room. Toolkits contain specific resources to support this training, one toolkit is suitable for all of the Early Talk modules. You must contact us to purchase this in advance. The cost will be up to £85.

Lunch is not provided, please bring a packed lunch.

Delivered by an I CAN-Licensed Tutor

**Level** Basic/Intermediate

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For all course costs and credit values, see page 17 for members and pay-as-you-go.
Early Talk: Supporting communication and language

Audience
This one day course is aimed at early years and childcare practitioners who want to increase their knowledge of the approaches and strategies that can be used in settings to support the development of speech, language and communication in children aged 0-5 years.

Aim
Early Talk 0-5 years has been developed by I CAN specialists. It provides a suite of four staged training modules that enables practitioners to support all young children’s communication skills through a range of strategies and techniques.

Throughout this course learners will
• Increase knowledge of typical communication and language development
• Develop strategies and interaction styles to maximise opportunities for every child’s skills in communication and language

Additional information
Each participating setting/school will require an Early Talk resource toolkit per room. Toolkits contain specific resources to support this training, one toolkit is suitable for all of the Early Talk modules. You must contact us to purchase this in advance. The cost will be up to £85.

Lunch is not provided, please bring a packed lunch.

Delivered by I CAN Licensed Tutor

Level Basic/Intermediate

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For all course costs and credit values, see page 17 for members and pay-as-you-go.
Early Talk: Enhancing communication and language

**Audience**
This one day course is aimed at early years practitioners who have some knowledge of speech and language development and an awareness of speech and language difficulties in children aged 0-5 years. We advise that practitioners attending this course attend the Supporting Communication and Language course prior to this course.

**Aim**
Early Talk 0-5 years has been developed by I CAN specialists. It provides a suite of four staged training modules that enables practitioners to support all young children’s communication skills through a range of strategies and techniques.

**Throughout this course learners will**
- Identify and support those children with Speech, Language and Communication Needs within the setting
- Be able to work with parents and other professionals to support the child
- Have the understanding to provide ideas and strategies to give support

**Additional information**
Each participating setting/school will require an Early Talk resource toolkit per room. Toolkits contain specific resources to support this training, one toolkit is suitable for all of the Early Talk modules. You must contact us to purchase this in advance. The cost will be up to £85.

Lunch is not provided, please bring a packed lunch.

Delivered by an I CAN-Licensed Tutor

**Level** Intermediate

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For all course costs and credit values, see page 17 for members and pay-as-you-go.
Early Talk: Working with parents

**Audience**

This one day course is aimed at family facing early years practitioners including family support workers. Practitioners attending this course must have an intermediate knowledge of communication and language development. We advise attendance at the other three Early Talk units before attending this course.

**Aim**

Early Talk 0-5 years has been developed by I CAN specialists. It provides a suite of four staged training modules that enables practitioners to support all young children’s communication skills through a range of strategies and techniques.

**Throughout this course learners will**

- Develop an understanding of adult behaviours that affect children’s communication development
- Be able to provide techniques to enhance parents’ support of their child’s early communication development

**Additional information**

Each participating setting/school will require an Early Talk resource toolkit per room. Toolkits contain specific resources to support this training, one toolkit is suitable for all of the Early Talk modules. You must contact us to purchase this in advance. The cost will be up to £85.

Lunch is not provided, please bring a packed lunch.

Delivered by an I CAN-Licensed Tutor

**Level** Intermediate

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For all course costs and credit values, see page 17 for members and pay-as-you-go.
Getting started with Letters and Sounds

Audience
This course is aimed at all practitioners working with children in the Early Years Foundation Stage. It is suitable for recently qualified practitioners.

Please note that practitioners who have attended a phonics course in the last two years, or Letters and Sounds need not attend this training but could consider New Ideas with Phonics.

Aim
To develop a basic understanding of how to use the Letters and Sounds programme to support children’s phonic development

This course will
- Introduce phase 1 from Letters and Sounds and how to apply in practice
- Build practitioner understanding, knowledge and confidence in supporting early literacy development
- Signpost practitioners to activities which will support children’s phonic development

Level Basic

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New ideas with Letters and Sounds

**Audience**

This practical course is aimed at all practitioners working with children in the Early Years Foundation Stage. It is most suitable for qualified and experienced practitioners who have knowledge of language development and already use Letters and Sounds.

**Aim**

To develop a basic understanding of how to use the Letters and Sounds programme to support children's phonic development.

**This course will**

- Review the phase 1 Letters and Sounds programme and how to use it in practice
- Provide opportunities to network and share ideas
- Provide examples and new ideas for activities
- Further build practitioner understanding, knowledge and confidence in supporting early literacy development

**Level** Intermediate

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For all course costs and credit values, see page 17 for members and pay-as-you-go.
Creativity and critical thinking (Characteristics of Effective Learning)

Audience
This course is aimed for experienced practitioners who have good knowledge of the Characteristics of Effective Learning and want to explore creativity and critical thinking in more detail to develop and support children’s thinking skills.

Aim
This course will support practitioners with recognising when to interact to support children’s thinking and to use an approach which identifies teachable moments and looks at the adult role in supporting children’s learning and development.

Throughout this course learners will

- Enhance personal professional development on supporting children’s thinking skills.
- Be able to underpin personal performance and understanding within their setting
- To challenge current practice with up to date research and knowledge on Creativity and Critical Thinking

Additional information
Practitioners will benefit from reading Nancy Stewart’s “How children learn” chapter 4 prior to this course. This will be seen as best practice to reflect on their current professional development in supporting children’s learning.

Lunch is not provided, please bring a packed lunch.

Level Intermediate

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For all course costs and credit values, see page 17 for members and pay-as-you-go.
Delivering the Early Years Foundation Stage (EYFS) through continuous provision

**Audience**

For all practitioners working with children in the Early Years Foundation Stage.

**Aim**

To develop an understanding of how the EYFS can be delivered through continuous provision. To strengthen an understanding of how children learn and develop and the importance of an enabling environment.

**Throughout this course learners will**

- Be enable to understand how children’s learning can be best encouraged through continuous provision.
- Explore methods and a thematic approach to support quality learning through all areas of the EYFS
- Consider how planning and assessment can be recorded effectively for the areas of learning
- Consider how to expand children’s vocabulary through continuous provision
- Use evidence of their own practice
- Be enthused in exploring how learning is encouraged and delivered in the EYFS
- Gain a deeper understanding of continuous provision across the EYFS
- Share in professional discussion

**Additional information**

Please bring an example of your settings continuous provision planning.

**Level** Intermediate

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For all course costs and credit values, see page 17 for members and pay-as-you-go.
Leading the Early Years Foundation Stage curriculum

**Audience**
This course is aimed for Advanced Practitioners who have good knowledge and experience in the EYFS curriculum.

**Aim**
The course will focus on developing the role of the EYFS Leader for Early Years in private and voluntary settings to ensure children’s individual needs are being met and how to support staff to develop their skills in effective teaching.

**Throughout this course learners will**
- Develop strategies and confidence to lead the early years curriculum effectively
- Understand the purpose and importance of monitoring and supporting practitioners
- Be able to plan and prepare in a methodical way to ensure a high quality of teaching and learning

**Additional information**
Practitioners will use Development Matters during the training, please bring your copy with you.

**Level** Advanced

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For all course costs and credit values, see page 17 for members and pay-as-you-go.
Brilliant Babies – Best practice, working with children under 24 months

**Audience**
Suitable for all practitioners working with babies and toddlers under the age of 24 months.

**Aim**
This course examines the key factors that contribute to inspirational baby room practice.

**Throughout this course learners will**
- Explore the key ingredients which influence best practice in the baby room
- Investigate the crucial role that practitioners have in supporting the development of our youngest children
- Reflect on current baby room provision and consider the next steps needed to enhance your practice
- Share and exchange ‘top tips’ to create truly interactive and enabling learning environments for very young children

**Additional information**
Lunch is not provided, please bring a packed lunch.

**Level** Intermediate

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For all course costs and credit values, see page 17 for members and pay-as-you-go.
Audience
This course is aimed at practitioners working with children in the Early Years Foundation Stage.

Aim
This course will support practitioners with recognising when to interact to support children’s thinking and to use an approach which identifies teachable moments and looks at the adult role in supporting children’s learning and development.

Throughout this course learners will

- Reflect on the current quality and the impact of interactions in the setting with a deeper understanding
- Look at characteristics of effective practitioners
- Explore practical strategies to help practitioners tune in to and respond effectively to young children’s verbal and non-verbal communication

Level Intermediate

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For all course costs and credit values, see page 17 for members and pay-as-you-go.
Audience
This course is suitable for all volunteers, practitioners and staff who work in early years and childcare.

Aim
To develop an understanding of how Five to Thrive can help practitioners, parents and carers understand the importance of attachment behaviours in promoting healthy brain development. A child’s body grows better when the child is given good food. A child’s brain grows best when supported by five key activities, these are the Five to Thrive building blocks for a healthy brain.

Throughout this course learners will
• Develop practitioners’ knowledge and skills on Five to Thrive and attachment theory
• Gain up to date information on brain development and research
• Raise awareness of the importance of the interaction of the adult/parent in supporting healthy brain development
• Build practitioner’s confidence in working with parents

Additional information
This course will include a working lunch, please bring your lunch with you.

Level  Intermediate

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For all course costs and credit values, see page 17 for members and pay-as-you-go.
There’s more to blocks than stacking!

**Audience**

This course is aimed at all practitioners who work in the early years sector.

*Please note* that practitioners who have attended the Introduction to Block Play course in the last year need not attend this training as the content will be similar.

**Aim**

Block play is often an overlooked and undervalued area of provision. Block play supported by knowledgeable adults enables children to communicate at their own level, and is excellent for children with language barriers including those with English as an additional language (EAL). Often the blocks are just ‘out’ in the setting, this practical course will enable practitioners to support children’s learning through block play.

**Throughout this course learners will**

- Understand the benefits and potential of block play
- Explore the use of block play in relation to the EYFS and Characteristics of Effective Learning
- Discuss the different types of blocks available
- Consider the theories of block play
- Learn about the different stages of block play, and how other resources can enhance it
- Examine ways to scaffold children’s learning by asking open ended questions

**Additional information**

This course will include a working lunch, please bring your lunch with you.

**Level** Intermediate – however, suitable for all levels of experience

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For all course costs and credit values, see page 17 for members and pay-as-you-go.
The key to it all: An examination of the role of the key person

**Audience**
All practitioners in early years and childcare who are working as a key person for children in the EYFS.

**Aim**
This course will encourage reflection about the role and responsibility a key person has in supporting children to develop their full potential. It will support participants to understand some of the main principles that underpin good key person practice.

**Throughout this course learners will**
- Consider fostering unique child / adult relationships
- Explore ways to support parental engagement
- Identify different approaches when working with other professionals

**Additional information**
If you have attended key person training during the last two years, you do not need to attend this training.

**Level** Intermediate

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For all course costs and credit values, see page 17 for members and pay-as-you-go.
Making maths matter

**Audience**
For all practitioners working with children in the Early Years Foundation Stage.

**Aim**
This course will focus on understanding why developing mathematical skills early matters for young children. Practitioners will develop their understanding of early maths and reflect on ways to develop their mathematical environment. (This course was listed as Early Years Maths Matters last year).

**Throughout this course learners will**
- Develop an understanding of how early maths skills develop and how to support children who are struggling with maths
- Provide and take part in practical demonstrations and analysis of maths activities
- Consider how to reflect on and develop maths provision in a setting
- Consider how to engage parents and carers in promoting maths in the home environment

**Level** Intermediate

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For all course costs and credit values, see page 17 for members and pay-as-you-go.
Bangs and Bubbles: Exploring the role of science in the Early Years Foundation Stage (EYFS)

Audience
For all practitioners working with children in the EYFS.

Aim
To develop an understanding of how science fits into the EYFS and how scientific investigation can support the Characteristics of Effective Learning (CoEL).

This course will
• Provide practical examples of scientific investigations suitable for children in Early Years
• Explore the links between different branches of scientific exploration and the areas of learning and development
• Promote the use of scientific vocabulary
• Support practitioners to use science to develop the CoEL, especially creating and thinking critically

Practitioners will
• Be enthused in exploring how children can be involved in science from a young age
• Gain a deeper understanding of scientific vocabulary
• Take part in practical activities

Additional information
This course will contain a practical element and practitioners are advised to wear suitable clothes.

Level Intermediate

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<th>Day</th>
<th>Date</th>
<th>Time</th>
<th>Venue</th>
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<tbody>
<tr>
<td>Tues</td>
<td>6 November 2018</td>
<td>7.00pm – 9.30pm</td>
<td>Meadows Community Centre, Cambridge</td>
</tr>
<tr>
<td>Tues</td>
<td>19 March 2019</td>
<td>9.30am – 12.00pm</td>
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<tr>
<td>Thurs</td>
<td>4 July 2019</td>
<td>9.30am – 12.00pm</td>
<td>March Youth &amp; Community Centre</td>
</tr>
</tbody>
</table>

For all course costs and credit values, see page 17 for members and pay-as-you-go.
Understanding children’s behaviours and interactions

(Two-part course)

Audience

This course is suitable for all practitioners working in early years provision (including childminders).

Aim

This two-part course will explore the relationship between children's social interactions and observed behaviours. The course will examine ways in which adults can support children to become effective self-regulators of their feelings and will raise an awareness of how to support the development of emotional literacy for very young children.

Throughout this course learners will

- Have the opportunity to reflect on approaches to partnership working with parents/carers and other professionals in order to achieve positive outcomes for all children
- Complete an observational gap task between sessions one and two which will support your understanding about how observation and assessment of children's behaviours
- Be able to implement strategies that encourage positive social interactions within your setting
- Consider the impact that children's interactions with each other can have on group dynamics
- Investigate how the role of the adult can successfully influence positive interactions to occur within group provision
- Analyse the impact of an enabling environment in supporting interactions and behaviours
- Explore how adults can support self-regulation in young children

Level Intermediate

Day | Date | Time | Venue
---|---|---|---
Weds | 26 September & 17 October 2018 | 9.30am – 12.00pm | Huntingdonshire FA, Huntingdon
Tues | 12 March & 2 April 2019 | 7.00pm – 9.30pm | Meadows Community Centre, Cambridge
Weds | 24 April & 15 May 2019 | 9.30am – 12.00pm | March Youth & Community Centre
Home learning links – Engaging parents to support their child’s learning

**Audience**
This course is aimed at all practitioners working with children in the PVI sector.

**Aim**
This course will support practitioners to consider different ways to engage with parents to support their child’s learning and development at home.

**Throughout this course learners will**
- Enabled to engage parents using practical play opportunities for hands-on children’s learning and development at home
- Consider ‘how children learn’ linking this knowledge to the Characteristics of Effective Learning, plus the Seven Areas of Learning
- Provide examples of resources with opportunities to play with them and if you wish photograph to take away

**Level** Intermediate

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<tr>
<th>Day</th>
<th>Date</th>
<th>Time</th>
<th>Venue</th>
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<tr>
<td>Tues</td>
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<td>Huntingdonshire FA, Huntingdon</td>
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<td>Tues</td>
<td>5 February 2019</td>
<td>9.30am – 12.00pm</td>
<td>Cambridgeshire FA HQ, Histon</td>
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<td>Tues</td>
<td>30 April 2019</td>
<td>7.00pm - 9.30pm</td>
<td>Littleport and East Cambs Academy</td>
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</table>

For all course costs and credit values, see page 17 for members and pay-as-you-go.
Supporting boys

Audience
This course is aimed at early years and childcare practitioners and staff working in schools within the Early Years Foundation Stage (EYFS).

Practitioners who have attended previous boys’ courses need not attend this training as the content will be similar.

Aim
Do you understand your boys? This course will allow you to consider how gender-nature/nurture has an impact on how boys respond to their environment and their learning and development.

Throughout this course learners will
• Evaluate the role of the practitioner in making a positive response to the needs of boys in order to support them in reaching their full potential within the EYFS and their further learning and development

Additional information
Lunch is not provided, please bring a packed lunch.

Level Intermediate

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<th>Day</th>
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<th>Time</th>
<th>Venue</th>
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<tbody>
<tr>
<td>Fri</td>
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<td>Wood Green, Godmanchester</td>
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<tr>
<td>Tues</td>
<td>29 January 2019</td>
<td>9.30am – 3.30pm</td>
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<tr>
<td>Weds</td>
<td>1 May 2019</td>
<td>9.30am – 3.30pm</td>
<td>March Youth &amp; Community Centre</td>
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Using Every Child a Talker (ECaT) materials and resources in early years settings

(2-day course)

Audience
This two-day training course is suitable for qualified and experienced staff in early years settings, nursery schools, nursery and reception classes.

Course outline
Every Child a Talker is an initiative for the whole setting so the participant must feel confident to feed back to other staff members and have the support of management staff. Practitioners will need to have direct contact with children and be able to influence change in the setting.

Priority for places on this course will be given to settings and schools who have not already been trained in ECaT. Please contact the training team if you have already trained but need to train someone else, e.g. if your trained person has left the setting.

This course aims to
• Develop practitioners' knowledge and understanding of children's early language development
• Provide the tools needed to support children to improve their language and communication skills
• Consider strategies to increase parental understanding of their child's language development to enable them to support their child at home
• Discuss the next steps needed, including development of an action plan, using the ECaT resources and use of ECaT data to improve practice

Additional information
Practitioners must attend all sessions to complete the course. Please bring a ring bound folder for the ECaT materials. Lunch is not provided, please bring a packed lunch.

Level Intermediate/Advanced

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<td>9.30am – 3.00pm</td>
<td>Meadows Community Centre, Cambridge</td>
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<td>Thurs</td>
<td>31 January and 28 February 2019</td>
<td>9.30am – 3.00pm</td>
<td>Wood Green, Godmanchester</td>
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</table>
Forest School – An introduction

**Audience**

This course is aimed at practitioners wanting to find out about Forest School sessions and those with an interest in expanding their knowledge of outdoor learning opportunities. The course is appropriate for adults working with children from the age of 3 to 11 years old, as the experiences can be adapted according the ages/stages of child development.

**Aim**

This practical course introduces the principles of Forest School and explore how Forest School practices support children’s holistically to become confident independent learners.

**Throughout this course learners will**

- Consider how Forest School complements the Early Years Foundation Stage and the National Curriculum through a variety of practical experiences and discussion
- Explore opportunities to consider risk benefit analysis and planning
- Engage in Forest School experiences themselves and learn how to use a variety of tools and build a woodland fire safely
- Consider the risk element of these types of experiences and how explore the benefits and challenges of implementing them
- Consider the ethos and impact of Forest School practices through discussion and practical ‘hands-on’ experiences such as using tools and fire building

**Additional information**

This session is a practical and will be held outdoors in a woodland environment, whatever the weather, so please wear suitable clothing. It is always cooler under the canopy of the trees and is often muddy so sturdy shoes/wellington boots are recommended along with warm waterproof clothing.

Lunch is not provided, please bring a packed lunch.

**Level** Basic

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<td>10.00am – 4.00pm</td>
<td>Waterbeach Primary School</td>
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<td>12 March 2019</td>
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<td>Stretham Primary School</td>
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<td>Thurs</td>
<td>13 June 2019</td>
<td>10.00am – 4.00pm</td>
<td>Hinchingbrooke Country Park, Huntingdon</td>
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Forest School – Fire experiences

Audience
This course is aimed at practitioners leading or supporting Forest School sessions and those with an interest in expanding their knowledge of outdoor learning opportunities. The course is appropriate for adults working with children from the age of 3 to 11 years old, as the experiences can be adapted according to the ages/stages of child development.

Aim
This practical course builds upon basic fire lighting knowledge and skills to increase confidence when facilitating fire lighting in your Forest School sessions. During the session course participants will explore different methods of fire lighting and build and light their own fires using the resources found in the forest area. We will also be exploring different methods of cooking on the open fire and delegates will get the opportunity to cook well known Forest School recipes, such as bannock bread and chocolate orange cake.

Throughout this course learners will
- Build and light their own fires using the resources found in the forest area
- Explore different methods of fire lighting
- Exploring different methods of cooking on the open fire
- Have the opportunity to cook well known Forest School recipes, such as bannock bread and chocolate orange cake

Additional information
This practical session will be held outdoors in a woodland environment, whatever the weather, so please wear suitable clothing. It is always cooler under the canopy of the trees and is often muddy so sturdy shoes/wellington boots are recommended along with warm waterproof clothing.

Lunch is not provided, please bring a packed lunch.

As the course is held over the lunch period practitioners are invited to use the fire to cook/heat their own lunches.

Level Intermediate

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<tr>
<td>Tues</td>
<td>26 March 2019</td>
<td>10.00am – 2.30pm</td>
<td>Streatham Primary School</td>
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<tr>
<td>Tues</td>
<td>25 June 2019</td>
<td>10.00am – 2.30pm</td>
<td>St Laurence Primary School, Cambridge</td>
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For all course costs and credit values, see page 17 for members and pay-as-you-go.
Forest School – Games in the great outdoors

**Audience**

This course is aimed at practitioners leading or supporting Forest School sessions and those with an interest in expanding their knowledge of outdoor learning opportunities. The course is appropriate for adults working with children from the age of 3 to 11 years old, as the experiences can be adapted according to the ages/stages of child development.

**Aim**

This practical course looks at a variety of different games which engage children with the natural environment and that be used to enhance your Forest School sessions. Practitioners will have the opportunity to play various games that support all areas of learning and development. To explore and enjoy a variety of different games that engage children with the natural environment.

**Throughout this course learners will**

- Consider how games support Forest School
- Explore and play various games in the forest area
- Explore and play various games in an open outdoor space
- Consider how games can be differentiated for all children
- Consider how games support all areas of learning and development

**Additional information**

This practical session will be held outdoors in a woodland environment, whatever the weather, so please wear suitable clothing. It is always cooler under the canopy of the trees and is often muddy so sturdy shoes/wellington boots are recommended along with warm waterproof clothing.

Morning refreshments will be provided.

**Level** Intermediate

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<td>10.00am – 12.30pm</td>
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<td>Thurs</td>
<td>11 July 2019</td>
<td>10.00am – 12.30pm</td>
<td>St Laurence Primary School, Cambridge</td>
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Pedagogical approaches to Early Years: Inspirations and trends

**Audience**
This course is aimed at advanced and experienced practitioners from Level 3 upwards and for Managers who are looking to develop and extend their team practice using a pedagogical approach.

**Aim**
This course will be looking at methods of documentation, theory into practice and discussing how we can incorporate our cultural heritage of Cambridgeshire to inspire a sense of community, traditions and knowledge to support the Specific areas of learning.

**Throughout this course learners will**
- Have an understanding of Pedagogical approach and identify which one is right for their setting
- Explore a new approach to the way we teach, support and play with children aged 0-5 years

Lunch is not provided, please bring a packed lunch.

**Level** Advanced

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<td>Thurs</td>
<td>15 November 2018</td>
<td>9.30am – 3.30pm</td>
<td>Cambridgeshire FA HQ, Histon</td>
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For all course costs and credit values, see page 17 for members and pay-as-you-go.
Supporting gifted and talented children

**Audience**
This masterclass is for all experienced practitioners seeking ways to support high achieving children in their provision.

**Aim**
This course will be of interest to practitioners working with children who are capable of high achievement in one or more areas of the EYFS. It explores the elements and themes involved when working with this cohort of children.

**Through this course learners will**
- Explore how to observe and plan for children’s learning
- Identify ways to offer appropriate support for highly able children
- Develop an understanding of the key issues faced
- Consider ways to provide stimulating and challenging learning opportunities

Lunch is not provided, please bring a packed lunch.

**Level** Advanced

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<td>Cambridgeshire FA HQ, Histon</td>
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</table>

For all course costs and credit values, see page 17 for members and pay-as-you-go.
Narrowing the gap: A strategic approach in the early years – Penny Tassoni MBE

Penny Tassoni MBE is an education consultant, author and trainer who specialises in the whole spectrum of learning and play. Penny began her career as an early years teacher, before training nursery nurses. She has also worked for a large daycare chain as their education and training manager. Penny has written 40 books, many of which are core textbooks in the UK for training nursery nurses and early years teachers.

Audience

This masterclass is aimed at higher level practitioners working with children in the early years who are committed to ‘narrowing the gap’.

Aim

Research shows that some children are at risk of educational disadvantage which in turn will affect their life chances. This presentation looks at strategic and practical ways in which early years settings can make a difference to this group of children. Be prepared for a thought-provoking and challenging day!

Throughout this course practitioners will

• Examine the issues around narrowing the achievement gap between groups of children
• Explore the impact of language on narrowing the gap
• Consider practical ways of working with identified children
• Examine ways of planning strategically for development of children at risk of education disadvantage

Lunch is not provided, please bring a packed lunch.

Level Advanced

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<tr>
<td>Fri</td>
<td>5 October 2018</td>
<td>10.00am – 4.00pm</td>
<td>Wood Green, Godmanchester</td>
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Dr David Whitebread recently retired as Acting Director (External Relations) of the Play in Education, Development and Learning (PEDAL) research centre at the Faculty of Education, University of Cambridge, UK. He is a developmental psychologist who is widely recognised as a leading international expert in early childhood education.

Before coming to Cambridge he taught in early years and primary schools for 12 years, and during his first 17 years at Cambridge he worked in early years initial teacher training. His research has focused on self-regulation in young children, and the roles of play and oral language in its development. He has published widely in academic journals and book chapters, and has edited or written a number of influential reports and books.

**Aims**

- Understand the concept of self-regulation
- Be aware of its importance of self-regulation in children’s development, and some of the evidence supporting this
- Be aware of the role of play and language development in supporting self-regulation in young children
- Develop insights into the implications of research into self-regulation for practice in early childhood education

**Suggested pre-reading**


Lunch is not provided, please bring a packed lunch.

**Level** Advanced

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<tr>
<td>Fri</td>
<td>8 February 2019</td>
<td>10.00am – 4.00pm</td>
<td>Cambridgeshire FA HQ, Histon</td>
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</table>
How not to hit your thumb with a hammer – Meynell Walter

Playwork masterclass
Meynell Walter is a playworker, international playwork trainer/lecturer, and playwork advocate. As a qualified teacher, qualified youth worker, qualified playworker and early years expert Meynell has a very clear understanding of the role of play and its importance in the everyday lives of children.

Audience
This is a course for practitioners working with school age children.

Aim
From hammering nails to two storey pallet construction this masterclass will introduce and take you through the joy of offering children the opportunity to engage in their play with real tools. We will look at the issues of risk and challenge and study the benefits of hammers, saws, drills and the correct use of nails and bolts.

Throughout this course learners will
• Engage in practical activities
• Explore how to use real tools with children and young people
• Gain confidence to implement real tools within their settings

Additional information
This course is a practical course, please wear comfortable clothing for both inside and outside. There will be a working lunch – please bring something easy to eat whilst you play!

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<td>15 March 2019</td>
<td>9.30 am – 2.30pm</td>
<td>Hinchinbrooke Country Park, Huntingdon</td>
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For all course costs and credit values, see page 17 for members and pay-as-you-go.
Just Play Conference 2018 – ‘A playworker’s day out’

Saturday 10 November 2018
Swavesey Village College

Meynell Walter will be leading the Cambridgeshire annual play conference.

An inspiring day that will take you on a journey of learning and excitement. Come out at the other end with new ways of thinking about your playwork practice, new ideas and inspirations to take back to your setting and a reinvigorated passion for your work. This will be the most inspiring day!

Who is Meynell Walter?
He is a playworker, international playwork trainer/lecturer, and playwork advocate. As a qualified teacher, qualified youth worker, qualified playworker and early years expert Meynell has a very clear understanding of the role of play and its importance in the everyday lives of children.

Additional information
Parts of this conference will be held outdoors, whatever the weather, so please wear suitable clothing. Sturdy shoes/wellington boots are recommended along with waterproof clothing. Information on workshops to follow.

Booking now!

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Please note: Members who have purchased the Training and Support bundle can book two conference places of their choice (subject to availability). You will not be able to use training credits for the above conference.
Cambridgeshire and Peterborough Early Years Safeguarding Conference 2018

Saturday 24 November • 9.30am – 3.30pm
Hallmark Hotel, Bar Hill, Cambridge, CB23 8EU

Designated Persons for Child Protection from Cambridgeshire and Peterborough have a unique opportunity to expand their Safeguarding knowledge and skills by attending this exclusive and informative local conference. Join us to hear two expert keynote speakers in their field, who promise to inform, inspire and influence our thinking about our safeguarding practice.

Keynote Speakers
• Dr Graham Hill – Child Sexual Abuse: The Perpetrators Perspective
• Dr Pooky Knightsmith – Building Resilience in the Face of Adversity

Afternoon Workshops
• Child Sexual Abuse: The Perpetrators Perspective – Dr Graham Hill (building on morning keynote)
• Building Resilience in the Face of Adversity – Dr Pooky Knightsmith (building on morning keynote)
• Domestic Abuse – Safety Planning Support and Guidance for DPs – Jackie Cannell
• Applying Serious Case Reviews to Day to Day Practice – Sally Giddins

Keynotes and workshops may be subject to change.

Refreshments and hot lunch included. Ample free parking.

It is recommended that DPs refresh their safeguarding knowledge and skills at regular intervals, and at least annually in line with Ofsted’s guidance document ‘Inspecting safeguarding in early years, education and skills settings’, August 2016.

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Due to the popularity of this conference we are pleased to announce that the conference will once again be offered over two days, this will enable as many professionals to attend as possible.

**A Creative Vision — making a difference to early childhood development**

This conference will focus on how children’s learning is supported and often accelerated through creative approaches.

You will be inspired, enthused/excited and challenged to think about a more creative approach to learning. Our fantastic programme will offer a range of practical and fun ways to improve your practice/support with/for young children within the EYFS.

**We have found that Ofsted is very positive about the creative ethos in schools and settings.**

“...provides children with an excellent start to their experiences of learning in school. Through visionary leadership, children are immersed in a highly effective curriculum that stimulates their intellectual curiosity. From very low starting points, children make rapid progress.”

**Ofsted April 2018**

This conference will feature two internationally renowned speakers and a choice of workshops.

Further details to be confirmed.

Refreshments and lunch will be provided.

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<tr>
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<td>Thursday 7 March 2018</td>
<td>Marriott Hotel, Kingfisher Way,</td>
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<td>Friday 8 March 2018</td>
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**Please note:** Members who have purchased the Training and Support bundle can book two conference places of their choice (subject to availability).
Coming soon...

Baby Conference
– summer term 2019

Equalities Conference
– summer term 2019

Forest School Conference
– spring term 2019
27 April 2019

New venue
Wildawood Forest School
Rosewood Stud
Freckenham Road
Chippenham
Cambridgeshire CB7 5QH

These conferences are under development. Further details and dates to follow during the autumn term 2018.

Delegate quotes from our conference and course evaluations 2017-2018.
First steps in leading an effective team

**Audience**
For practitioners who are interested in, or are new to leading a team and for existing leaders, looking to refresh their understanding.

**Aim**
To energise and support the leadership role in settings through a good understanding and an enthusiasm for providing excellent leadership practice.

**This course will**
- Build confidence for new leaders
- Engage deputies and staff interested in leadership
- Provide creative ways of enabling a leadership style
- Review the criteria in Ofsted for Leadership and Management

**Practitioners will**
- Develop in confidence
- Bring their current learning and good practice to a new level
- Explore methods of leadership styles
- Enhance their understanding of Ofsted criteria for Leadership and Management.

**Additional information**
Practitioners will need
- A good understanding of EYFS, the Quality Framework.
- Ofsted requirements for Leadership and Management.

Lunch is not provided, please bring a packed lunch.

**Level** Intermediate

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Next steps in leading an effective team

**Audience**

For leaders and deputies in all settings, including children’s centres and school nurseries.

**Aim**

To build confidence and skills in the dynamics of working with colleagues in delivering excellent provision in the Early Years Foundation Stage (EYFS). This will include team working, and appraisals and supervision practices. This course will:

- Promote excellent leadership practice
- Bring a positive approach to leading your team
- Energise managers as enabling leaders
- Create the potential for a winning team in your setting
- Support through discussion, supervisions and appraisals
- Consider the Ofsted Leadership and Management requirements.

**Throughout this course learners will**

- Review their own practice
- Consider examples of outstanding practice in leadership and management
- Plan how to make it work in the setting
- Share good ideas and create a collaborative network
- Review supervision and appraisal procedures.

**Additional information**

Practitioners will need

- A good understanding of EYFS, the Quality Framework.
- Ofsted requirements for Leadership and Management
- Be able to reflect on their current style of working, including appraisal and supervision practice.

**Level** Intermediate/Advanced

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<td>Meadows Community Centre, Cambridge</td>
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</table>
Managing good and outstanding Ofsted judgements

Who?
This training is for leaders and managers of domestic and non-domestic settings who already have good or outstanding Ofsted inspection results, and wish to keep their good or raise to outstanding.

Aim
- Keeping children and families at the heart of quality settings.
- To enable leadership in strong settings to maintain quality in their practice and provision.
- Plus keep up to date with changes and expectations from new legislation.

Additional information
Practitioners will use Development Matters during the training, please bring your copy with you.

Level Intermediate

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For all course costs and credit values, see page 17 for members and pay-as-you-go.
The roles and responsibilities of the registered provider

**Audience**

For settings that are: Voluntary managed, governor led pre-school provision, limited companies, community interest companies, childminders and sole traders.

**Course outline**

This 2-hour workshop is for any registered provider, committee members or governors running early years and childcare settings and will explain the importance of the roles and responsibilities of the registered provider. The aim of this course will explore the key responsibilities of the registered provider with regard to meeting the Statutory Framework for the EYFS (March 2017) – Safeguarding and Welfare requirements.

**Throughout this course learners will**

- Consider the role of essential personnel within the provision
- Recognise the key responsibilities of the registered person with regard to meeting the Statutory Framework for the EYFS (March 2017) – Safeguarding and Welfare requirements
- Identify essential documents providers must hold in their settings
- Explore the Statutory Framework for the EYFS (March 2017) – Statutory and Welfare requirements as a reference document
- Discuss Ofsted inspection outcomes and what they mean for registered providers

**Additional information**

Practitioners must bring their copy of the Statutory Framework for the EYFS (March 2017) – Safeguarding and Welfare requirements.

**Day** | **Date** | **Time** | **Venue**
---|---|---|---
Weds | 31 October 2018 | 7.00pm – 9.00 pm | Meadows Community Centre, Cambridge
Mon | 12 November 2018 | 7.00pm – 9.00 pm | Bishop Woodford House, Ely
Mon | 4 February 2019 | 7.00pm – 9.00 pm | Huntingdonshire FA, Huntingdon
Getting it right legally

Audience
This 2-hour workshop is for voluntary management committee members, sole traders, directors of other incorporated charitable or non-charitable companies and partnerships, to provide status and structure information for early years and childcare organisations.

Throughout this course learners will
- Explore relevant legal forms for early years and childcare settings
- Find out the difference between incorporated and unincorporated organisations
- Compare the most common early years and childcare legal forms/structures
- Identify the responsibilities associated with these legal forms
- Discuss case studies to consolidate understanding

Level Basic

This course is fully funded by the Early Years Service, there is no charge.

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You can find further courses for school governors on Learn Together website.
Courses suitable for staff working in out of school and holiday clubs

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Behaviour – Whose problem? 
Yours, ours or theirs?

Audience
This course is for practitioners working with children and young people age 5+.

Course description
This course is for practitioners working with children and young people age 5+ and need strategies to help promote positive behaviour. Throughout the session practitioners will identify key behaviour issues, whilst learning new strategies to model and empower positive behaviour within their settings.

Aims
• To empower practitioners to consider children and young people’s play behaviours
• To explore how to support children and young people’s play behaviours

Throughout this course learners will
• Identify key behaviours in children and young people
• Examine the impact of adults on children’s behaviour
• Consider what is acceptable and unacceptable behaviour
• Use strategies to encourage positive behaviour in the play space
• Support children to use strategies to manage their own behaviour

Level Basic/Intermediate

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Child Protection and Safeguarding Courses

All early years and childcare practitioners must receive Basic Child Protection training and Designated Person training (where appropriate). The Basic Child Protection and Designated Person courses in this training programme have been validated by Local Safeguarding Children board (LSCB) and provide high quality training, including key information on Cambridgeshire reporting and recording procedures.

Additional courses for Safeguarding are available from the LSCB.

www.cambslscb.co.uk

Basic Child Protection training

Audience
This course is suitable for all practitioners working with children, specifically staff new to safeguarding training. The course content is developed specifically for staff working within an early years and childcare setting.

This training will help to ensure that your setting complies with section 3.6 of the statutory framework for the Early Years Foundation Stage: ‘Training made available by the provider must enable staff to identify signs of possible abuse and neglect, and to respond in a timely and appropriate way’.

For experienced staff refreshing this training, please see Basic Child Protection – Refresher Training on page ??.

Aim
This course is a basic child protection course which will ensure that staff have up to date knowledge of safeguarding and child protection concerns and local procedures.

This is a certificated course which is valid for three years.

Level Basic

For dates and venues, please see overleaf.
## Basic Child Protection training

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Basic Child Protection – refresher training

**Audience**

This course is designed as a step-up for experienced staff in settings to refresh their basic child protection knowledge on a three yearly basis. The course content is developed specifically for staff working within an early years and childcare setting.

This training will help to ensure that your setting complies with section 3.6 of the Statutory Framework for the Early Years Foundation Stage: ‘Training made available by the provider must enable staff to identify signs of possible abuse and neglect, and to respond in a timely and appropriate way’.

For staff new to child protection training, please see the Basic Child Protection Training on page 73.

**Aim**

Gain the latest safeguarding updates, refresh knowledge about the signs and indicators of abuse and neglect and consider case studies relevant to setting practice.

This is a certificated course which is valid for three years.

**Level** Intermediate

### Autumn

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## Basic Child Protection – refresher training course dates continued

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**Child Protection – training for Designated Person**  
*(2-day course)*

**Audience**

This course is for practitioners working in early years and childcare settings.

The Designated Person should be a senior member of staff (Level 3 with at least two years post-qualifying experience), who has attended the Basic Child Protection training course (within the last three years) and is on-site when the setting is open. It is important that all part-time and shift hours are covered, so there may be a need for more than one trained designated person in a setting.

*Note for schools*: This course is only suitable for your staff if you have on-site childcare provision.

**Aim**

To gain an understanding of the roles and responsibilities of the Designated Person for child protection who is working in an early years or childcare setting, and to feel confident in fulfilling the role.

**Additional information**

Participants will be emailed pre-course reading prior to the course and asked to bring some of this with them for use during the training session. Please note information will be sent to the email provided when booking the course.

Please be advised that this is a two-day course and practitioners must attend the whole course.

If your setting wishes to train more than two people you may do so but will be required to pay for the extra places.

**Level** Intermediate/Advanced

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Child Protection – training for Designated Person course dates continued

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Child Protection – refresher training for Designated Person

**Audience**
This course is for the Designated Person (DP) working in early years and childcare settings who has attended the two-day designated person training and requires refresher training.

**Please note:** We recommend that DPs attend the refresher training every 2 years to ensure their knowledge and skills are current.

**Note for schools:** This course is only suitable for your staff if you have on-site childcare provision.

**Aim**
To refresh and update DPs understanding of the roles and responsibilities of the designated person for child protection working in an early years or childcare setting.

**Additional information**
Participants will be emailed pre-course reading prior to the course and asked to bring some of this with them for use during the training session. Please note information will be sent to the email provided when booking the course.

**Autumn**

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Child Protection – refresher training for Designated Person course dates continued

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Audience

This course is for committee members or staff working in management roles who will be recruiting staff to work within the setting. We strongly recommend that at least one person per setting attends this course.

Course description

This highly intensive one day course focusses on how to recruit staff safely. This includes legislation, ensuring that policies and procedures are relevant and meet legislative requirements. This includes job descriptions, interviewing, making an offer subject to references. A pack of information is provided electronically at the end of the course.

Aim

To provide the knowledge and skills required to review your practices and those of your setting to create and maintain safer recruitment practices and working culture.

Additional information

Lunch is not provided, please bring a packed lunch.

Course trainer: External trainer

Level: Intermediate/Advanced

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<th>Day</th>
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<tr>
<td>Thurs</td>
<td>27 September 2018</td>
<td>9.15am – 4.45pm</td>
<td>The Boathouse Business Centre, Wisbech</td>
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<td>Tues</td>
<td>20 November 2018</td>
<td>9.15am – 4.45pm</td>
<td>Meadows Community Centre, Cambridge</td>
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<td>Thurs</td>
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<td>9.15am – 4.45pm</td>
<td>Wood Green, Godmanchester</td>
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<td>Weds</td>
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<td>March Youth &amp; Community Centre</td>
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<td>Weds</td>
<td>15 May 2019</td>
<td>9.15am – 4.45pm</td>
<td>Cambridgeshire FA HQ, Histon</td>
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<td>9 July 2019</td>
<td>9.15am – 4.45pm</td>
<td>Huntingdonshire FA, Huntingdon</td>
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</table>
Identifying and supporting children with emerging needs and SEND in the EYFS

**Audience**
This course has been developed for practitioners working in private and voluntary settings in the Early Years Foundation Stage (EYFS). This course is for practitioners who do not have the designated person role but will actively contribute to high quality inclusive practice within their setting.

**Aim**
Practitioners will gain the knowledge and skills needed to identify and support children with emerging needs and SEND in partnership with their named SENCo DP.

**Throughout this course learners will**
- Become familiar with local and national agenda relating to SEND
- Understand the importance of early identification of emerging needs through completion of meaningful observations and accurate assessments
- Become familiar with the Assess, Plan, Do, Review cycle
- Consider the importance of partnership with parents and carers
- Identify strategies to support high quality inclusive practice

**Additional information**
Practitioners who are the trained SENCo DP do NOT need to attend this course

If you are working in a specialist school or out of school provision you do not need to attend this courses as you will already have developed the skills and strategies delivered within this course

**Level** Basic/Intermediate

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<td>Weds</td>
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</table>
Supporting SEND in out of school clubs

Audience
This course has been developed for practitioners working in private and voluntary out of school clubs.

Aim
This course will provide participants with the knowledge needed to support children with emerging needs and SEND in their out of school club.

This course will enable participants to
• Become familiar with local and national agenda relating to SEND
• Understand the importance of partnership working with schools and other providers in order to effectively & consistently meet children’s individual needs
• Understand the Assess, Plan, Do, Review cycle in relation to Out of School provision
• Consider the importance of partnership with parents/carers
• Reflect on strategies to support high quality inclusive practice

Additional Information
This course is NOT a Designated Person course.

If you are working in a specialist school or out of school provision you do not need to attend these courses as you will already have developed the skills and strategies delivered within this course

If you have any queries regarding the suitability of this course, please contact eyctraining@cambridgeshire.gov.uk

Level Basic

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<td>21 March 2019</td>
<td>10.00am – 12.30pm</td>
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SENCo training for Designated Personnel

**Audience**
This course is suitable for Level 3 practitioners with two years post-qualifying experience. This is a Special Educational Needs Coordinator Designated Person training course (SENCo DP), settings may have a maximum of two trained DPs – please do NOT book a place if you already have two trained DPs.

**Aim**
This course will provide participants with the necessary skills, knowledge and strategies to become the named SENCo DP in their setting.

**This course will enable participants to**
- Become familiar with local and national agenda relating to SEND
- Understand the importance of early identification of emerging needs through meaningful observations and accurate assessments
- Understand the Assess, Plan, Do, Review cycle
- Consider the importance of partnership with parents/carers
- Make appropriate judgements about when and how to seek involvement from other agencies
- Reflect on strategies to support high quality inclusive practice

**Additional information**
Once this course has been completed, we strongly recommend SENCo training is updated annually by attending a SENCo Refresher Network and Briefing session. This will ensure that practitioners are fully up to date with changes in the sector, both at local and national level.

**Please note:** This is a Designated Person training course so settings who already have 2 trained SENCo DPs in their setting will not be able to book places.

We recommend ‘Identifying and Supporting Children with Emerging Needs and SEND in the EYFS’ as a good starting point for early years practitioners and ‘Supporting Special Educational Needs and Disabilities (SEND) in Out of School Clubs’ for OSC practitioners.

Lunch is not provided, please bring a packed lunch.

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<td>Thurs</td>
<td>16 &amp; 23 May 2019</td>
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<td>Ely City Golf Club</td>
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SENCo refresher network and briefing

**Audience**
This session is for practitioners who are the named Special Educational Needs Coordinator Designated Person (SENCo DP) for their setting. We strongly recommend that SENCo DPs access SENCo Refresher and Network Briefings annually.

**Outline of the session**
This network and briefing session will provide participants with an opportunity to network with other SENCo DPs and become familiar with local and national agenda relating to SEND. Participants will consider how to implement any changes to further develop high quality inclusive practice within their setting.

**Level** Intermediate

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<td>9.30am – 11.30am</td>
<td>Meadows Community Centre, Cambridge</td>
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All Cambridgeshire Essentials courses are available to non-members. You will find pay-as-you-go prices on page 17.
English as an Additional Language (EAL)

**Audience**
This course is aimed at early years and childcare practitioners and staff working with children in the Early Years Foundation Stage.

*Please note* committee members and owners may wish to attend this training but the emphasis will be on practice.

**Aim**
To develop practitioner’s knowledge, skills and confidence in considering the needs of children with English as an Additional Language (EAL).

**The course will**
- Examine EAL principles, pedagogy and practice
- Consider language development and curriculum content
- Establish conditions for learning and highlight issues of planning, preparation and delivery
- Share research findings and exploring ways of reviewing effectiveness of support
- Distinguish strategies suitable for supporting children at different levels of English language acquisition
- Address issues of culture and identity, ethos, environment and curriculum and partnerships with parents
- Provide advice on dealing effectively with prejudice related incidents. In between sessions participants will have the opportunity to do some action-based research that may include a child study

**Level** Basic/Intermediate

**Further information**
This course is currently being redeveloped for the spring/summer term 2019 and the content is subject to change. Dates are to follow.
Equalities Named Coordinator (ENCo)
(Two-day course)

Audience
This course is aimed at senior staff members (Level 3 with at least two years post-qualifying experience) who are taking on the named ENCo role.

Note for schools: This course is only suitable for your staff if you have on-site childcare provision.

Course outline
This course will cover all of the basic training requirements of the role of the named ENCo.

This course will enable the named ENCo to
• Develop an understanding of the roles and responsibilities of the ENCo
• Become familiar with the ENCo handbook
• Consider everyday equalities issues and explore effective strategies which could be used
• Participants to develop a vision for their own setting, identifying strengths and areas for improvement

Additional information
You must bring your ENCo handbook with you to the course.

All private, voluntary and independent settings have been provided with a copy of the Handbook for ENCOs free of charge. Additional handbooks can be purchased for £75.

This is a two-part course and participants must attend both parts to successfully complete the course.

Lunch is not provided, please bring a packed lunch.

Level Intermediate/Advanced

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<td>Fri</td>
<td>25 January &amp; 15 February 2019</td>
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<td>14 March &amp; 4 April 2019</td>
<td>9.30am – 3.00pm</td>
<td>March Youth &amp; Community Centre</td>
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<tr>
<td>Weds</td>
<td>19 June &amp; 10 July 2019</td>
<td>9.30am – 3.00pm</td>
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Equalities Named Coordinator (ENCo) refresher network and briefing sessions

**Audience**

This session is aimed at senior staff members (Level 3 with at least two years post-qualifying experience) who have completed ENCo Named Coordinator training within the last three years.

*Note for schools:* This course is only suitable for your staff if you have on-site childcare provision.

This session will enable the named ENCo to:

- Develop an understanding of any changes in legislation and best practice during the last three years
- Revisit the ENCo handbook and reflect on practice
- Discuss equalities issues and explore effective strategies which could be used.
- Increase their knowledge of equalities
- To network with other ENCo Named Coordinators

**Additional information**

*You must bring your ENCo handbook with you to the course.*

All private, voluntary and independent settings have been provided with a copy of the Handbook for ENCOs free of charge. Additional handbooks can be purchased for £75.

**Level:** Intermediate/Advanced

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<td>Meadows Community Centre, Cambridge</td>
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<td>Weds</td>
<td>1 May 2019</td>
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<td>Ely City Golf Club</td>
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First Aid courses

Section 3.25 of the Statutory framework of the Early Years Foundation Stage (March 2017) states:

‘At least one person who has a current paediatric first aid (PFA) certificate must be on the premises and available at all times when children are present, and must accompany children on outings. The certificate must be for a full course consistent with the criteria set out in Annex A of the Statutory framework of the Early Years Foundation Stage’ (March 2017).

You can find it here

- Childminders, and any assistant who might be in sole charge of the children for any period of time, must hold a full current PFA certificate.
- PFA training must be renewed every three years and be relevant for workers caring for young children and where relevant, babies.
- Providers should take into account the number of children, staff and layout of premises to ensure that a paediatric first aider is able to respond to emergencies quickly.
- All newly qualified entrants to the early years workforce who have completed a Level 2 and/or Level 3 qualification on or after 30 June 2016, must also have either a full current PFA or an Emergency PFA certificate within three months of starting work in order to be included in the required staff: child ratios at Level 2 or Level 3 in an early years setting.
- Providers should display (or make available to parents) staff PFA certificates or a list of staff who have a current PFA certificate.’

Please note: This course is available from other training providers. The ‘current PFA Certificate’ referred to above must be the 12-hour PFA or 6-hour PFA Emergency course. The ‘full PFA certificate’ must be the 12-hour course. It is important that you check that the course you attend includes the content that is listed in Annex A (see page 36) of the EYFS requirements. https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/596629/EYFS_STATUTORY_FRAMEWORK_2017.pdf
6-Hour Emergency Paediatric First Aid

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<td>13 May 2019</td>
<td>9.30am – 4.30pm</td>
<td>March Youth &amp; Community Centre</td>
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Lunch is not provided, please bring a packed lunch.

The cost for this course is £50. Please note this course is for private and voluntary settings, childminders and out of school clubs.

Please note you are NOT able to use training credits for this course. You may book a maximum of two places on this course.

12-Hour Paediatric First Aid

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<td>9.30am – 4.30pm</td>
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<td>9.30am – 4.30pm</td>
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<td>30 April &amp; 7 May 2019</td>
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The cost for this course is £95. Please note this course is for private and voluntary settings, childminders and out of school clubs. It is also available from other training providers.

Please note you are NOT able to use training credits for this course. You may book a maximum of two places on this course.

Lunch is not provided, please bring a packed lunch.
Foundation Years Forums

**Audience**

The Forums are for staff working with children across schools, children’s centres, childminders, private, voluntary and independent early years and childcare settings.

**Content**

The Forums are an opportunity to discuss national and local developments and have a taster of a relevant topic, which can be followed up with attending specific training.

We strongly recommend that you attend the session for the locality you work in, to give you the opportunity to network with professionals working with the same children and families and empower future partnership working.

The programme timings are usually:

- **6.45 – 7.00pm**: Arrival and refreshments
- **7.00 – 7.30pm**: National and local news
- **7.30 – 8.30pm**: Theme – a taster of a current topic around practice and pedagogy
- **8.30 – 9.00pm**: Networking and an opportunity to talk to your LA adviser (optional)

**Autumn**

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<td>Wood Green, Godmanchester</td>
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<td>CPDC, Cambridge</td>
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<td>The Hub, Cambourne</td>
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## Spring

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## Summer

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Forum places are included in the early years and childcare membership offer 2 places per school/setting, one place for childminders.
Leadership and Governance Briefings

Audience
Committee members, owners and managers from early years provision, schools and out of school settings.

Aims:
• To provide updates on key legislative changes, local authority services and processes for leaders in the early years and childcare sector
• To provide general advice and information to support providers to support good management and governance
• To offer opportunities for peer support, discussion and networking

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This briefing is free of charge to out of school clubs and early years settings for up to two places.
Early Years Leadership Briefings

**Audience**
For Early Years Foundation Stage Leaders in Schools.

**Aim**
- To ensure that Leaders in schools with responsibility for the EYFS receive the latest advice and updates on local and national developments
- To provide a Forum to understand and share good practice
- To raise standards in practice and outcomes for children in early years across the county

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This briefing is free for schools who have early years membership.
Early Years Foundation Stage (EYFS) Governor Network

Audience
Governors who have responsibility for the Early Years Foundation Stage e.g. Primary Schools with Early Years Provision/Nursery Classes/Reception Classes, Nursery Schools and Children's Centres.

Aim
The EYFS Governors Network meets four times a year with the aim being to provide an opportunity for Governors involved in the Early Years Foundation Stage to consider:

• Good practice within the Early Years
• Current legislation
• Local priorities and updates on Early Years
• How governors can support and challenge the Early Years in schools

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This network is free for schools who have early years membership
Shared Assessment Matters Moderation Programme

**This is an annual programme for Early Years Curriculum Leads in private and voluntary settings**

- Are you confident in the assessment carried out in your setting?
- Have you got internal moderation process in place, e.g. are all staff members confident in assessment of children?
- Do you feel you are able to improve your team’s skills in assessment?
- Do you moderate with other settings or schools?

You are expected to attend the Shared Assessment Matters Moderation Programme on an annual basis. This programme is alongside the statutory moderation programme for schools and at least one practitioner from each setting is expected to take part.

There will be sessions where you look at clips and case studies of children and as a group moderate assessment decisions on ages and stages of their development.

In addition we will facilitate Moderation Networks, where you can bring your own case studies to be discussed and moderated as a group with other PVI settings. We will start using CASEY to support this process and give comparisons of data coming from, for example different types of cohorts and/or different geographical areas of Cambridgeshire.

Later during the term, we will support some networking between schools and settings to support the transitions school and clarify different expectations on children in different provision.

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This programme is free for all providers listed above.
Courses suitable for staff working in the Early Years Foundation Stage in schools

**Early Years Foundation Stage**
- Back to Basics – The Early Years Foundation Stage ............................................................... 28
- Telling the story through effective displays .............................................................................. 29
- Technology in the early years ...................................................................................................... 31
- Loose parts in the early years ...................................................................................................... 32
- Early Talk: Enhancing communication and language .................................................................. 36
- Early Talk: Working with parents ................................................................................................. 37
- Getting started with Letters and Sounds ..................................................................................... 38
- New ideas with Letters and Sounds .............................................................................................. 39
- Delivering the Early Years Foundation Stage (EYFS) through continuous provision ............... 41
- Five to Thrive ............................................................................................................................... 45
- There’s more to blocks than stacking! .......................................................................................... 46
- Making maths matter ................................................................................................................... 48
- Bangs and Bubbles: Exploring the role of science in the Early Years Foundation Stage (EYFS) .... 49
- Understanding children’s behaviours and interactions (Two-part course) .................................. 50
- Supporting boys ........................................................................................................................... 52
- Using Every Child a Talker (ECaT) materials and resources in early years settings (2-day course) .... 53

**Forest School**
- Forest School – An introduction .................................................................................................. 54
- Forest School – Fire experiences .................................................................................................. 55
- Forest School – Games in the great outdoors .............................................................................. 56

**Masterclasses**
- Pedagogical approaches to Early Years: Inspirations and trends ................................................. 57
- Supporting gifted and talented children ....................................................................................... 58
- Narrowing the gap: A strategic approach in the early years – Penny Tassoni MBE ....................... 59
- Supporting young children’s development of self-regulation – Dr David Whitebread .................... 60
- How not to hit your thumb with a hammer – Meynell Walter ....................................................... 61

**Conferences**
- Just Play Conference 2018 – ‘A playworker’s day out’ ................................................................. 62
- Cambridgeshire and Peterborough Early Years Safeguarding Conference 2018 ......................... 63
- Early Years Conference 2019 ......................................................................................................... 64
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**Management and Governance courses**
- The roles and responsibilities of the registered provider ............................................................ 69
- Getting it right legally .................................................................................................................... 70

**Equalities and Inclusion**
- English as an Additional Language (EAL) ....................................................................................... 86
- Equalities Named Coordinator (ENCo) refresher network and briefing sessions ...................... 88
Teaching Assistants in Early Years Foundation Stage classes in schools – Network Meetings

**Audience**

These network meetings are suitable for both experienced and less experienced teaching assistants who want to improve their understanding of the Early Years Foundation Stage and their vital role in supporting young children’s learning and development.

**Course**

Session 1 – will focus on supporting children’s learning and development in literacy
Session 2 – will focus on supporting children’s learning and development in mathematics
Session 3 – will focus on understanding and supporting children’s independent play

**The sessions will**

- Enable practitioners, including those who are new to the EYFS, to feel more confident in providing high quality provision that ensures good outcomes for all children
- Support practitioners to identify and discuss key features of effective teaching and learning in the EYFS
- Support practitioners to understand strategies for observation and assessment in the EYFS

**Additional information**

Practitioners are advised to bring along their own copies of Development Matters.

**Level** All

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For all course costs and credit values, see page 17 for members and pay-as-you-go.
New to working in the Early Years Foundation Stage for Teachers and Teaching Assistants

**Audience**
This is a full-day course aimed at Teachers and Teaching Assistants working in the Early Years Foundation Stage.

**Aim**
This course offers an ideal opportunity to develop your understanding of how young children learn and to explore those aspects of teaching and learning that are unique to the Early Years Foundation Stage (EYFS). Led by our experienced Early Years Advisers, this practical session will help you to share best practice and develop ideas to enrich teaching and learning for young children.

**Throughout this course learners will**
- Enable practitioners new to the EYFS to feel more confident in providing high quality provision that ensures good outcomes for all children
- Identify and discuss key features of effective teaching and learning in the EYFS
- Support practitioners to understand strategies for observation and assessment in the EYFS
- Identify how self-evaluation and action planning can prioritise future development

Lunch is not provided, please bring a packed lunch.

**Level** Basic

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Working with mixed-age Reception and Year 1 classes

**Audience**
This course is for teachers, teaching assistants and support staff working in the Early Years Foundation Stage in schools.

**Course**
This course is delivered by the early years team in partnership with the teacher of a mixed-age class to explore key principles when working with mixed-age class.

**Throughout this course learners will**
- Be able to identify key principles in addressing the needs of a mixed age class
- Develop strategies to deliver an effective curriculum in an EYFS/Year 1 mixed-age class
- Identify the features of a supportive environment
- Network with other colleagues, discuss current topics and share good practice

**Level** Basic/Intermediate

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For all course costs and credit values, see page 17 for members and pay-as-you-go.
Characteristics of outstanding early years provision

**Audience**
This full day course is aimed at Teachers and Teaching Assistants working with the Early Years Foundation Stage in schools.

**Aim**
This course offers an ideal opportunity to explore key characteristics of high-quality practice in early years, to use observation and assessment to determine planning and to consider how best to evidence young children’s progress and attainment.

Led by our experienced Early Years Advisers and Early Years Lead Practitioners, this practical session will help you to share best practice and develop ideas for making continuous improvements.

**Throughout this course learners will**
- Enable practitioners to feel more confident in evaluating and managing change that leads to high quality provision ensuring good outcomes for all children
- Identify and discuss key features of outstanding teaching and learning in the EYFS
- Support practitioners to become confident and effective advocates for outstanding EY practice
- Identify how self-evaluation and action planning can prioritise future development

**Level** Advanced
This course is suitable for all aspiring outstanding early years practitioners.

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Inspiring mathematical exploration – through effective provision

**Audience**
This course is for Teachers and Teaching Assistants working in the Early Years Foundation Stage.

**Course**
In this practical workshop, practitioners will be given an ideal opportunity to consider the experiences, activities and support they can provide to promote children’s passion, confidence and skill in becoming a successful mathematician. All involved will share best practice and develop inspirational ideas to provoke mathematical exploration indoors and out in ways that ensure children apply their developing knowledge and skills and take control of mathematical challenge within their play.

Led by our experienced Early Years Advisers and Early Years Lead Practitioners, this practical session will help you to share best practice and develop ideas for making continuous improvements.

This twilight session aims to

- Share inspirational ideas for developing an enabling environment for mathematical exploration
- Enable practitioners to feel more confident when observing, assessing and planning for mathematics

**Additional information**
Delegates will be sent the Early Years Maths Environment Audit prior to attending the session.

**Level** Intermediate

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Introduction to the Early Years Foundation Stage
(taster session)

**Audience**
This two hour course is for Teachers and Teaching Assistants who are new (or recently returned) to teaching in a Reception class.

**Course**
It will provide the foundations to enable practitioners to confidently plan and prepare for the new term.

This course will provide an opportunity to
- Revisit the EYFS Statutory Requirements, including learning and development, assessment and welfare requirements
- Reflect on how to provide appropriate provision to support effective teaching and learning in a reception class
- Identify key elements of effective pedagogy when developing provision in the EYFS, including understanding how young children learn, the importance of play and the role of the adult
- Reflect on how to develop an effective assessment system in the reception class to support formative and summative assessments, including using the Development Matters age related bands to monitor progress
- Reflect on how to provide appropriate provision to support effective transition into a reception class

**Additional information**
We recommend practitioners follow up this course by attending whole day training in the autumn term.

Please bring along a copy of Development Matters

**Level** Basic

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For all course costs and credit values, see page 17 for members and pay-as-you-go.
Securing judgements

**Audience**
This course is suitable for all practitioners in schools including class teachers, teaching assistants, assessment coordinators or year one teachers who are responsible for contributing towards the end of year EYFSP assessments. This course is also suitable for practitioners in the PVI sector who have children in their setting who will be turning 5 on or before 31 August 2019.

**Course**
The specific focus will be on the Characteristics of Effective Learning, Personal, Social and Emotional Development, and Expressive Arts and Design. This course will ensure all learners have the most current and up to date information on the EYFS profile to enable them to support their work in securing judgements.

**Throughout this course learners will**
- Ensure that professional knowledge and understanding of the EYFS profile is current
- To gain advice and guidance on making accurate judgements against the Early Learning Goals
- Boost in confidence when using the exemplification materials and moderating with colleagues to ensure consistency of standards and judgements

**Additional information**
The first session will be specifically for practitioners new to the EYFS or new to making end of year assessments i.e. NQTs new to the EYFS, practitioners in PVI settings.

Learners are required to bring their own copies of the following resources
- The Profile Handbook 2019
- EYFSP Assessment and Reporting Arrangements 2019
- The exemplification materials

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Developing early readers and writers in Reception and Key Stage 1

**Audience**
Reception, Year 1 and Year 2 Teachers, Early Years and KS1 Leaders, and/or English Subject Leaders.

**Description**
This half day course will provide an opportunity to reflect on practice, and consider how children can be given greater opportunities to develop the range of skills required to enable them to become readers and writers. Pedagogical approaches to teaching and learning will be considered. These discussions will link to principles around learning which identify that children’s early exposure to language and literacy skills should be provided within meaningful and engaging opportunities, through which print concepts can be developed. The reciprocity of skill development will be a central theme, in conjunction with requirements from both the early years curriculum and national curriculum.

**Outline**
- Developing an effective environment that inspires communication through spoken and written English
- Utilising quality texts to support learning, making meaningful links to engaging tasks
- Identifying teaching opportunities that promote the need to communicate through spoken language and writing
- Looking at progression across Reception and KS1, and considering how to set a secure trajectory to reach age related expectations by the end of the year

**Throughout this course learners will**
- Consider how to create an engaging environment that promotes learning and supports the development of independent readers and writers
- Reflect on the use of quality texts to create a love of language, extending children’s knowledge and use of vocabulary
- Consider real purposes for developing spoken language, reading and writing skills based on first-hand experiences and shared texts
- Identify cross-curricular opportunities where learning can be embedded and extended

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Book this course online via www.cambslearntogether.co.uk.

**Cost Details**
£65 per place for Cambridgeshire LA maintained schools
£75 per place for out of county, Cambridgeshire academy and independent schools
Improving progression in English for Reception and Year 1

**Audience**
Reception Teachers and Year 1 Teachers, Early Years Leaders and/or English Subject Leaders.

**Description**
This half day course aims to provide an opportunity for discussions which will focus on the need to secure high expectations, linking to outcomes for children during their time in Reception and Year 1. Delegates will be asked to reflect on the interwoven nature of skill development in language and literacy, in conjunction with the statutory requirements from both the early years curriculum and national curriculum.

**Aims**
- To develop a clearer understanding of age-related expectations and progression across Reception and Year 1
- To identify real purposes for developing spoken language, reading and writing skills based on first-hand experiences and shared texts
- To recognise opportunities, including cross-curricular learning, where skills can be embedded, enhanced and extended

**Throughout this course learners will**
- Be able to Clarify the development and progression of skills between the statutory requirements at the end of EYFS and Year 1
- Have a deeper understanding the expectations for learning outcomes and how children can demonstrate success in everyday provision
- Consider how pedagogical strategies to support differentiation can be appropriately utilised across provision

<table>
<thead>
<tr>
<th>Day</th>
<th>Date</th>
<th>Time</th>
<th>Venue</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tues</td>
<td>30 October 2018</td>
<td>1.30pm – 4.30pm</td>
<td>Cambridge Golf &amp; Conference Centre, Hemingford Abbots</td>
</tr>
</tbody>
</table>

Book this course online via www.cambslearntogether.co.uk.

**Cost Details**
£65 per place for Cambridgeshire LA maintained schools
£75 per place for out of county, Cambridgeshire academy and independent schools
Early Years and Childcare Training and Support Programme for childminders

We continue to see a significant number of childminders attending training. Where possible we endeavour to offer training in the evenings and at weekends however, we are sometimes restricted by trainer availability. We also need to meet the timing requirements of other practitioners within the sector with a limited budget. Childminders can access training throughout the county. Where possible we endeavour to put Saturday courses on in a central location.

**Membership for childminders**

Childminders can continue with our great value membership offer in 2018-2019. See page 4 for details.

**Continuous Professional Development Courses**

A wide range of Continuous Professional Development courses (CPD) are available for childminders and childminding assistants to book onto to develop their skills and knowledge. These courses are charged at the private/voluntary course rate. See page 17 for the costs.

**Just Play Conference 2018**

Following childminder feedback we are offering more workshops which are also suitable for childminders at Just Play in November 2018. Bookings for the conference are open now. Please note, this conference is for childminders working with children over the age of four years old.

**Course cancellation or non-attendance**

Please see page 11 of this training programme.

*Please note: all information courses and funding is subject to change at any time throughout this year.*

Booking onto training courses – Please see page 10 for booking information.

**Childminder Support Sessions**

The following courses are for childminders only. The courses are free of charge to our members or £10 for non-members. Members can assign their place to a named childminding assistant if they are not attending.

*Please note: members and non-members will be charged a cancellation fee of £25 if they cancel or do not attend childminding support sessions.*

You can book these courses on line at: www.cambslearntogether.co.uk. Using this method you will receive an immediate confirmation.
Courses suitable for childminders

**Early Years Foundation Stage**
New to early years and childcare ........................................ 27
Back to Basics – The Early Years Foundation Stage .................. 28
Telling the story through effective displays ......................... 29
Capturing what children can do ........................................ 30
Technology in the early years .......................................... 31
Loose parts in the early years ......................................... 32
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Early Talk: Supporting communication and language ............. 35
Early Talk: Working with parents .................................... 37
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Tuning into children ...................................................... 44
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There’s more to blocks than stacking! ................................ 46
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Understanding children's behaviours and interactions .......... 50
Home learning links – Engaging parents to support their child’s learning ............................................................ 51
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Forest School – Games in the great outdoors ....................... 56

**Masterclasses**
Pedagogical approaches to Early Years: Inspirations and trends ........................................................................... 57
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Equalities Named Coordinator (ENCo) .................................. 87
Equalities Named Coordinator (ENCo) refresher network and briefing sessions .................................................. 88

**First Aid**
First Aid courses .......................................................... 89
The following courses are for childminders only. The courses are free of charge to our members or £10 for non-members. Members can assign their place to a named childminding assistant if they are not attending.

**Note:** Please see our cancellation and non-attendance terms and conditions on page 11 of this Training Programme.

You can book these courses on line at: www.cambslearntogether.co.uk. Using this method you will receive an immediate confirmation.

### Cambridge City and South Cambridgeshire
All sessions in this area will run between 7.00pm and 9.00pm.

<table>
<thead>
<tr>
<th>Title</th>
<th>Date</th>
<th>Venue</th>
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<tbody>
<tr>
<td>Getting to or maintaining a Good Grade</td>
<td>Tuesday 25 September 2018</td>
<td>Foxton Village Hall</td>
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<tr>
<td>Training for Childminding Assistants</td>
<td>Wednesday 16 January 2019</td>
<td>Foxton Village Hall</td>
</tr>
<tr>
<td>Equalities</td>
<td>Tuesday 26 March 2019</td>
<td>Meadows Community Centre, Cambridge</td>
</tr>
<tr>
<td>Evaluating your setting</td>
<td>Monday 15 April 2019</td>
<td>Meadows Community Centre, Cambridge</td>
</tr>
<tr>
<td>Child Protection</td>
<td>Thursday 9 May 2019</td>
<td>Meadows Community Centre, Cambridge</td>
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<td>SEND</td>
<td>Wednesday 3 July 2019</td>
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### Huntingdonshire
All sessions in this area will run between 7.00pm and 9.00pm.

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<tr>
<td>Child Protection</td>
<td>Thursday 6 September 2018</td>
<td>Priory House, Huntingdon</td>
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<td>SEND</td>
<td>Wednesday 17 October 2018</td>
<td>Priory House, Huntingdon</td>
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<tr>
<td>Evaluating your setting</td>
<td>Wednesday 23 January 2019</td>
<td>Priory House, Huntingdon</td>
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<tr>
<td>Getting to or Maintaining Good Grade</td>
<td>Wednesday 20 March 2019</td>
<td>Priory House, Huntingdon</td>
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<tr>
<td>Training for Childminding Assistants</td>
<td>Wednesday 24 April 2019</td>
<td>Priory House, Huntingdon</td>
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<tr>
<td>Equalities</td>
<td>Wednesday 12 June 2019</td>
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Childminder Support Sessions – course dates continued

**East Cambridgeshire and Fenland**

All sessions in this area will run between 7.00pm and 9.00pm.

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<tr>
<td>Equalities</td>
<td>Wednesday 19 September 2018</td>
<td>Coates Village Hall</td>
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<tr>
<td>Evaluating your setting</td>
<td>Tuesday 20 November 2018</td>
<td>The Glebe, Sutton</td>
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<tr>
<td>Getting to or maintaining a Good Grade</td>
<td>Monday 21 January 2019</td>
<td>Coates Village Hall</td>
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<tr>
<td>Child Protection</td>
<td>Tuesday 5 February 2019</td>
<td>Witcham Village Hall</td>
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<tr>
<td>SEND</td>
<td>Monday 29 April 2019</td>
<td>The Glebe, Sutton</td>
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<tr>
<td>Training for Childminder Assistants</td>
<td>Tuesday 4 June 2019</td>
<td>Witcham Village Hall</td>
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Cambridge Early Years Teaching School Alliance (CEYTSA)

Cambridge Early Years Teaching School Alliance offers outstanding early years training opportunities for all practitioners.

New programmes for 2018-2019 include

- **Purposeful data analysis** – a termly programme of bespoke sessions for EYFS teachers and practitioners to gain confidence in analysing data.

- **The National Professional Qualification for Middle Leaders** (in partnership with the Institute of Education) – this pilot programme will run throughout 2018-2019 academic year.

- **NQT & RQT Professional Programme** – termly briefings and visits to promote the development of newly and recently qualified teachers working in the early years.

- **Developing a Love of Literacy** – three practical morning training sessions at Homerton Nursery, gaining experience of story trails with children.

Weekly CPD Programme 2018-2019

Cambridge Early Years Teaching School offers a regular CPD programme as part of their Initial Teacher Training (ITT) programme. Weekly sessions are now open for practitioners to select individual courses to meet their needs. A wide range of higher level CPD opportunities includes sessions led by Helen Molyett (see below) and a range of leaders from the teaching school’s member nursery schools.

All sessions are relevant to: early years staff in the private and voluntary sector, school staff in Reception, Key Stage 1, including Teaching Assistants, Initial Teacher Trainees.

Training sessions will take place at

- Histon Early Years Centre, New School Road, Histon, Cambridge CB24 9LL
- Or Huntingdon Nursery School, Ambury Road, Huntingdon, PE29 1AD

Details are given in the table overleaf.

**Timings:** Whole day 9.30am – 4.00pm / Half day 9.30am – 12.30pm

**Cost:** Half day £60; Helen Molyett days £95; Pedagogy/Curriculum days £85; Professional days £75

Book direct with CEYTSA: [www.cambridgeearlyyears.org](http://www.cambridgeearlyyears.org) or email: info@cambridgeearlyyears.org.
# Autumn term

<table>
<thead>
<tr>
<th>Dates (Thursdays)</th>
<th>Course</th>
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<tr>
<td>13/09/18</td>
<td>Behaviour management – STEP training (i)</td>
<td>Full Day</td>
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<tr>
<td>19/09/18</td>
<td>Behaviour management – STEP training (ii)</td>
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<tr>
<td>27/09/18</td>
<td>Child development (i)</td>
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<tr>
<td>04/10/18</td>
<td>Practice &amp; principles</td>
<td>Full Day</td>
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<tr>
<td>11/10/18</td>
<td>Play &amp; pedagogy</td>
<td>Full Day</td>
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<tr>
<td>18/10/18</td>
<td>Planning, assessment &amp; record keeping</td>
<td>Full Day</td>
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<tr>
<td>01/11/18</td>
<td>Core stories</td>
<td>Half-day</td>
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<tr>
<td>08/11/18</td>
<td>Pedagogic philosophies, principles and values (i)*</td>
<td>Full Day</td>
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<tr>
<td>09/11/18  (Fri)</td>
<td>Pedagogic philosophies, principles and values (ii)*</td>
<td>Full Day</td>
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<tr>
<td>15/11/18</td>
<td>Professional code of conduct/wellbeing</td>
<td>Full Day</td>
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<tr>
<td>22/11/18</td>
<td>EYFS – reading &amp; phonics (i)</td>
<td>Full Day</td>
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<tr>
<td>29/11/18</td>
<td>EYFS – reading &amp; phonics (ii)</td>
<td>Full Day</td>
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<tr>
<td>06/12/18</td>
<td>EYFS subject knowledge – mathematics</td>
<td>Full Day</td>
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<tr>
<td>13/12/18</td>
<td>EYFS subject knowledge – mathematics/block play</td>
<td>Full Day</td>
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# Spring term

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<tr>
<th>Dates (Thursdays)</th>
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<tr>
<td>03/01/19</td>
<td>Behaviour management – STEP training (i)</td>
<td>Full Day</td>
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<tr>
<td>10/01/19</td>
<td>KS1 core curriculum (i)</td>
<td>Full Day</td>
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<tr>
<td>17/01/19</td>
<td>Pedagogic strategies in challenging circumstances</td>
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<tr>
<td>24/01/19</td>
<td>Diversity &amp; social cohesion in the early years</td>
<td>Full Day</td>
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<tr>
<td>31/01/19</td>
<td>PE training day</td>
<td>Full Day</td>
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<tr>
<td>07/02/19</td>
<td>Skills for employment</td>
<td>Full Day</td>
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<tr>
<td>14/02/19</td>
<td>Safeguarding &amp; Prevent</td>
<td>Full Day</td>
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<tr>
<td>27/02/19</td>
<td>KS1 foundation curriculum (ii)</td>
<td>Full Day</td>
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<tr>
<td>07/03/19</td>
<td>Digital childhoods</td>
<td>Full Day</td>
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<td>14/03/19</td>
<td>Core stories</td>
<td>Half-day</td>
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<tr>
<td>14/03/19</td>
<td>Helicopter stories</td>
<td>Half-day</td>
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<tr>
<td>21/03/19</td>
<td>SEND</td>
<td>Full Day</td>
</tr>
<tr>
<td>28/03/19</td>
<td>SEND</td>
<td>Full Day</td>
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### Summer term

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<tr>
<th>Dates (Thursdays)</th>
<th>Course</th>
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</thead>
<tbody>
<tr>
<td>25/04/19</td>
<td>Multi-agency &amp; locality working</td>
<td>Full Day</td>
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<tr>
<td>02/05/19</td>
<td>Observation &amp; assessment (birth to 3)*</td>
<td>Full Day</td>
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<tr>
<td>03/05/19 (Fri)</td>
<td>Working with two-year-olds*</td>
<td>Full Day</td>
</tr>
<tr>
<td>09/05/19</td>
<td>Child development (birth to 3)</td>
<td>Full Day</td>
</tr>
<tr>
<td>16/05/19</td>
<td>Wellbeing, motivation &amp; CPD</td>
<td>Full Day</td>
</tr>
<tr>
<td>23/05/19</td>
<td>CEY TSA annual conference</td>
<td>Full Day</td>
</tr>
<tr>
<td>06/06/19</td>
<td>Assessment data, outcomes &amp; Ofsted</td>
<td>Full Day</td>
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<tr>
<td>13/06/19</td>
<td>Sharing &amp; reporting on child outcomes</td>
<td>Full Day</td>
</tr>
<tr>
<td>20/06/19</td>
<td>System &amp; team leadership</td>
<td>Full Day</td>
</tr>
<tr>
<td>27/06/19</td>
<td>Life as an NQT</td>
<td>Full Day</td>
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</tbody>
</table>

* These days will be led by Helen Moylett, independent Early Years consultant and writer. She was central to developing the Early Years Foundation Stage and the National lead for Every Child a Talker programme.

She co-authored *Development Matters* and *Understanding the revised EYFS* with Nancy Stewart. She has also written *Active Learning (2013)* for Practical Pre-school books and edited *Characteristics of Effective Learning (2014)* for Open University Press.

For full details of all our activity, including downloadable full colour brochure, please visit [www.cambridgeearlyyears.org](http://www.cambridgeearlyyears.org) or email info@cambridgeearlyyears.org.
Venue addresses

**Bishop Woodford House**  
Retreat & Conference Centre, Barton Road, Ely CB7 4DX  
Tel: 01353 663039  
www.bishopwoodfordhouse.com

**Cambridge Golf and Conference Centre**  
Hemingford Abbots Golf Complex, Cambridge Road, Huntingdon PE28 9HQ  
Tel: 01480 499681  
www.abbotsevents.co.uk

**Huntingdonshire FA Headquarters**  
Histon Football Club, Bridge Road, Impington, Cambridge CB24 9PH  
Tel: 01223 237373  
www.cambridgeshirefa.com

**Cambridge Professional Development Centre**  
Foster Road, Trumpington, Cambridge CB2 9NL  
Tel: 01223 844880  
www.cambridgeshire.gov.uk/leisure/adultcommunity/professionalcentres/services/cpdc

**Coates Village Hall**  
1 The Fold, Coates PE7 2BP  
Tel: 01733 840346

**Ely Cathedral Conference Centre**  
Palace Green, Ely CB7 4EW  
Tel: 01353 659668  
www.centre.elycathedral.org

**Ely City Golf Club**  
107 Cambridge Road, Ely CB7 4HX  
Tel: 01353 662751  
www.elygolf.co.uk

**Forest Owl Adventures**  
Owlswick, Graffham Rd, Ellington PE28 0AF  
Tel: 01234 868637  
www.forestowl.co.uk

**Foxton Village Hall**  
2 Hardman Rd, Foxton, Cambridge CB22 6RN  
Tel: 01763 256816  
www.foxtonvillagehall.org.uk

**Hallmark Hotel**  
Bar Hill, Cambridge CB23 8EU  
www.hallmarkhotels.co.uk

**Hemingford Pavilion**  
Manor Road, Hemingford Grey, Huntingdon PE28 9BX  
Tel: 01480 498114  
www.hemingfordpavilion.co.uk

**Hinchingbrooke Country Park**  
Brampton Road, Huntingdon PE29 6DB  
Tel: 01480 451568  
www.huntingdonshire.gov.uk/hinchngbrookecountrypark

**Holywell Primary School**  
Mill Way, St Ives PE27 4TF  
Tel: 01480 462007  
www.holywell.Cambridgeshire.sch.uk

**Huntingdonshire FA**  
Ambury House, 4 Sovereign Court, Lancaster Way, Ermine Business Park, Huntingdon PE29 6XU  
Tel: 01480 414422  
www.Huntingdonshirefa.com/contactus

**Littleport & East Cambridgeshire Academy**  
Camel Road, Ely CB6 1EW  
Tel: 01353 223300  
www.lecacademy.org

**March Youth and Community Centre**  
34 Station Road, March PE15 8LE  
Tel: 01354 653148  
www.cambridgeshire.net/organisation/march-youth-community-centre
Marriott Hotel
Hinchingbrooke Business Park, Kingfisher Way, Huntingdon PE29 6FL
Tel: 01480 446000
www.marriott.com/hotels/travel/cbgld-huntingdon-marriott-hotel

Meadows Community Centre
St Catherine’s Road, Cambridge CB4 3XI
Tel: 01223 508140
www.cambridge.gov.uk/meadows-community-centre

Oasis Children’s Centre
St. Michael’s Avenue, Wisbech PE13 3NR
Tel: 01945 461526
www.wisbechcommunitydevelopmenttrust.btck.co.uk

Oliver Cromwell Hotel
High Street, March PE15 9LH
Tel: 01354 602890
www.olivercromwellhotel.co.uk

Over Community Centre
16 The Doles, Over CB24 5NW
Tel: 01954 206600
www.thecentreatover.co.uk

Premier Meeting Peterborough
Premier Inn, Junction 16, AIM, Norman Cross, Peterborough PE7 3TB
www.premiermeetings.co.uk

Priory House
5 Sovereign Court, Lancaster Way, Huntingdon PE29 6XU

Queen Emma Primary School
G unhild Way, Cambridge CB1 8QY
Tel: 01223 714 300
www.queenemmaschool.org.uk

South Fens Business Centre
Fenton Way, Chatteris PE16 6TT
Tel: 01354 691620
www.fenland.gov.uk/southfens

Stanton Training and Conference Centre
Stanton Way, Huntingdon PE29 6XL
Tel: 01480 377615
www.cambridgeshire.gov.uk/leisure/adult_community/professionalcentreservices/stcc

St Laurence Catholic Primary School
Arbury Road, Cambridge CB4 2JX
Tel: 01223 712227
www.stlaurence.Cambridgeshire.sch.uk

Stretham Primary School
3 Wood Lane, Stretham, Ely CB6 3JN
Tel: 01353 649271
www.strethamschool.co.uk

Stukeley Meadows Primary School
Wertheim Way, Huntingdon PE29 6UH
Tel: 01480 398060
www.stukeleymeadows.Cambridgeshire.sch.uk

Swavesey Village College
Gibraltar Lane, Swavesey CB24 4RS
Tel: 01954 230366
www.swaveseyvc.co.uk

The Ashbeach Primary School
Ashbeach Drove, Huntingdon PE26 2TG
Tel: 01733 844262
www.ashbeachprimary.co.uk

The Boathouse Business Centre
1 Harbour Square Wisbech PE13 3BH
Tel: 01945 586700
www.fenland.gov.uk/boathouse
Venue addresses

**The Hub**
High Street, Great Cambourne, Cambridge CB23 6GW
Tel: 01954 714403
www.cambourneparishcouncil.gov.uk

**The Pavilion**
The Glebe, 4 High Street, Sutton, Ely CB6 2RB
Tel: 01353 777189
www.sutton-pc.co.uk

**Trumpington Meadows Primary School**
Kestrel Rise, Cambridge CB2 9AY
Tel: 01223 840299
www.trumpingtonfederation.co.uk

**Waterbeach Community Primary School**
High Street, Cambridge CB25 9JU
Tel: 01223 718988
www.waterbeachschool.org.uk

**Whittlesey Youth & Community Centre**
15 Scaldgate, Whittlesey PE7 1SD
Tel: 01733 203624

**Witcham Village Hall**
7a Martins Lane, Witcham CB6 2LA
Tel: 01353 969314
www.witcham.org.uk/Village%20Hall/Village%20Hall.htm

**Wood Green**
King's Bush Farm, London Road, Godmanchester PE29 2NH
Tel: 0844 248 8181
www.woodgreen.org.uk/about/visit_us/godmanchester
## Training and Qualifications contact details

<table>
<thead>
<tr>
<th>For enquiries about:</th>
<th>Contact information</th>
</tr>
</thead>
<tbody>
<tr>
<td>Early Years and Childcare</td>
<td>01223 706349</td>
</tr>
<tr>
<td>Training Programme courses</td>
<td><a href="mailto:eyctraining@cambridgeshire.gov.uk">eyctraining@cambridgeshire.gov.uk</a></td>
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<tr>
<td>Early Years Service membership</td>
<td>01223 706133</td>
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<td></td>
<td><a href="mailto:earlyyears.service@cambridgeshire.gov.uk">earlyyears.service@cambridgeshire.gov.uk</a></td>
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<td>Early Years and Childcare Training Centre</td>
<td>01223 706349</td>
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<td><a href="mailto:eyctraining@cambridgeshire.gov.uk">eyctraining@cambridgeshire.gov.uk</a></td>
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<tr>
<td>Advice and guidance on careers in childcare</td>
<td>01223 706349</td>
</tr>
<tr>
<td></td>
<td><a href="mailto:eycqualifications@cambridgeshire.gov.uk">eycqualifications@cambridgeshire.gov.uk</a></td>
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<tr>
<td>Fax Number</td>
<td>01223 699703</td>
</tr>
<tr>
<td>Learn Together website – online booking</td>
<td><a href="http://www.cambslearntogether.co.uk">www.cambslearntogether.co.uk</a></td>
</tr>
<tr>
<td>Postal address</td>
<td>Early Years and Childcare Service</td>
</tr>
<tr>
<td></td>
<td>Box No OCT1215</td>
</tr>
<tr>
<td></td>
<td>Shire Hall</td>
</tr>
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